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A Monthly Message

Chicago, January 1, 1919.

TO THE DOMESTIC SCIENCE TEACHERS
OF THE NATION:

A Happy New Year to you!

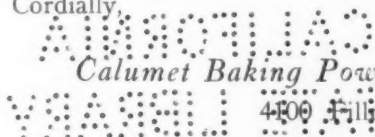
In this day of food conservation and changing menus, your work is of supreme importance. The home is the real unit of national life. The future wives and mothers that are now being prepared by you for real home-making will live to bless the day when they chose the course in Domestic Science.

We know something of your problems. Through our staff of Domestic Science experts we have kept in close touch not only with home cookery but with the development and changes in your work. At the suggestion of various leaders in Domestic Science, we shall hope during the coming year to place before you some pages from our "Book of Experience". This will take the form of a monthly message with suggestions and recipes.

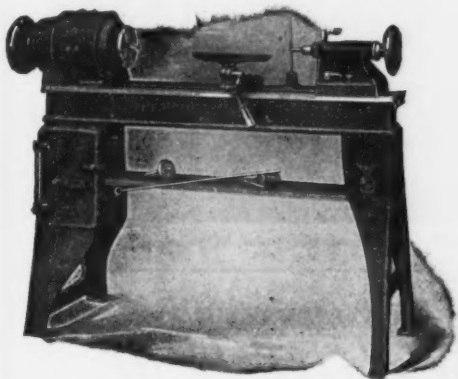
The suggestions will be simple and useable. The recipes have been tested and retested by Domestic Science experts. We are sure they will again stand the test of an even wider school and home use. We trust that our monthly message, presented during the coming year through the columns of "The Sierra Educational News", may prove to be helpful to you in your work.

And again a Happy New Year to you and yours.

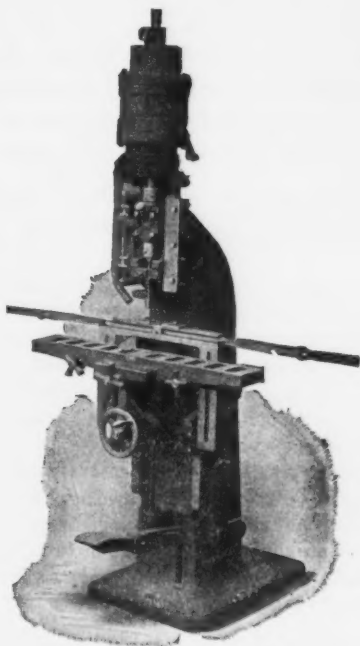
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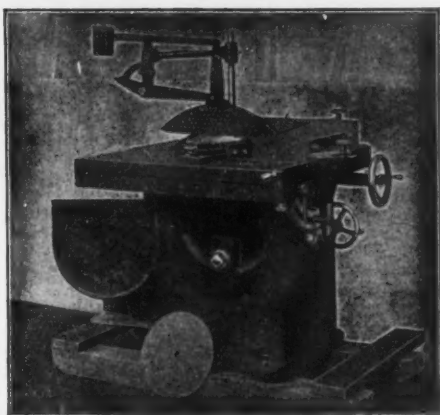
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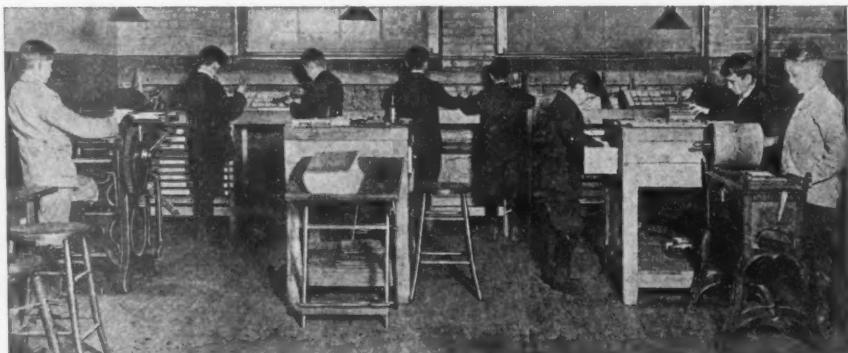
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REPORT OF JOINT CONFERENCE OF CALIFORNIA COUNCIL OF EDUCATION

STATE BOARD OF EDUCATION AND COMMISSIONERS AND COMMITTEE OF 21 ON REORGANIZATION HELD AT LOS ANGELES, DECEMBER 6-7, 1918

The meeting of the Council of Education was held in the office of the County Board of Education, Hall of Records, Los Angeles, December 6 and 7, 1918. The meeting was called to order by President Cox at 10:00 a. m. Friday. The following members answered to roll-call:

Messrs. Avery, Boren, Chase, Cox, Cross, Miss Dole, Mrs. Dorsey, Messrs. Glascock, Hunt, Keppel, Lindsay, McCutchan, Miss Merrill, Dr. Moore, Miss Mosseman, Mrs. O'Neil, Messrs. Robbins, Shiels, Short, Snyder, Mrs. Stanley, Mr. Stephens, Miss Van de Goorberg, Miss Visscher, Mr. West, Miss Willis, Mr. Wright.

The minutes of the previous meeting were ordered approved as printed in THE SIERRA EDUCATIONAL NEWS.

The Chair introduced Dr. H. B. Wilson, Superintendent of Schools, Berkeley, who spoke in appreciation of his new associations and the effectiveness of the California Organization of Teachers.

Hon. Will C. Wood, State Superintendent-elect, was given an enthusiastic welcome, to which he responded briefly and graciously.

Mrs. H. E. Kleugel of the Junior Red Cross, addressed the Council on the necessity for co-operation as between the schools and the Junior Red Cross. She said there was no desire on the part of the latter organization to dictate or to assume authority. President Clarke of the State Board of Education showed conclusively the needs for readjustment in the courses of study, if the demands of the present day were to be adequately met.

The Chair presented Dr. M. E. Dailey, who as chairman of the Committee of 21 on Reorganization, was asked to preside at the joint sessions of the Committee on Reorganization, the State Board of Education together with the Commissioners, and the Council of Education. The executive secretary of the Council acted as secretary of the joint meetings.

Mr. Cox, as chairman of a committee, the other members being Messrs. Wood and Dailey, presented a report of the special committee on school organization as representing the views of the joint conference of the Committee of

21 and the State Board. The various items in this report were discussed at length and with some emendations were adopted as follows:

Report of Special Committee on Reorganization

1. *We favor a constitutional amendment, providing for the raising of county and state school funds, sufficient for the maintenance of all public schools in all school districts, in accordance with standard minimum opportunities, established by law and by regulation of the State Board of Education; said County Taxes shall be levied by the Board of Supervisors in accordance with budgets prepared by local boards, and approved by the County Boards of Education.*

We also favor constitutional and other legal provisions whereby local districts may secure the levying of school taxes in addition to the state and county school funds for permanent outlay, and for additional educational activities, other than those provided for by state and county funds.

2. *We favor the county unit system of school administration, in order that the county may secure the benefits from a larger unit of organization as has been proven in some states where this larger unit is the basis of school organization, and also in cities where many schools are operated as one system.*

3. *In such a county unit of organization, we favor the election of the county board of education by direct vote of the people, and appointment of a county superintendent of schools by said board.*

4. *That among the powers granted the Board of Education by law, the following duties should be prescribed:*

a. *To determine the county tax for school purposes.*

b. *To appoint a county superintendent of schools.*

c. *To transfer the power now being held by the supervisors over district boundaries to the County Board of Education.*

5. *We believe at this time that the questions relating to choice of State Superintendent and the members of a State Board of Education should not be made a part of the program of reorganization; at least, they should not be formulated in a manner to handicap the advancement of the recommendations relating to county reorganization and to the readjustment of school funds.*

This report was discussed at length, especially the clause on equal educational opportunities in section one. Mr. Cross's motion for the adoption of the first part of the section was unanimously carried as was Mr. West's motion for the adoption of the second part.

Under section two, the county unit, Dr. Shields suggested providing for such special adjustments as were necessary in large municipal units without doing violence to the principles involved. Section two was unanimously approved on motion of Mr. Lindsay. Section three was unanimously approved.

Section four (a) and (b) were adopted. The original form of (c) was changed to read: "To transfer the power now held by the supervisors over district boundaries to the county Board of Education. The motion was carried unanimously in this form. The entire section was adopted on motion of Mr. Hill.

Section five, relating to the principle of the appointment of all professional experts, and therefore the appointment of State Superintendent of Public Instruction, and also the selection of members of the State Board in such manner as to remove members of said board as far as possible from political alignments, was given extended attention. Upon motion of Mr. Hunter, section five was tabled by a vote of 19 to 11.

On motion of Mr. Keppel, the chairman and secretary were authorized to request of Governor Stephens the appointment on the State Commission of Efficiency and Economy, a school man or school woman; it being clear that all factors should have representation in such commission. A telegram was sent the Governor as follows:

Hon. W. D. Stephens,
Governor of California,
Sacramento, Calif.

At joint meeting today of State Council of Education representing 10,000 members, and State Board of Education and Commissioners and Reorganization Committee of 21, we were instructed to urge you to appoint a representative of the school interests of the state on the State Commission of Efficiency and Economy.

(signed) M. E. DAILEY, Chairman Joint Committee,

ARTHUR H. CHAMBERLAIN, Joint Secretary.

The joint meeting adjourned at 3:10.

ARTHUR H. CHAMBERLAIN, Joint Secretary.

The council reconvened at 3:15 to listen to reports of committees. Mrs. Minnie R. O'Neil reported as chairman of the committee on Teachers' Institutes. Report adopted. Report of committee on Vocational Education, Mrs. Dorsey, Chairman, was on motion of Mr. Chase, adopted. Miss Dole spoke on Vocational Education for Girls and was requested by the Chair to act as temporary chairman of

a committee to report on Vocational Opportunities for Girls.

The council took under consideration a report on Rural Supervision, presented by Mr. Lindsay. He advocated the proposed county unit form of reorganization as lending itself to the best supervision. Council ratified the report on county unit as made in the Committee of 21. The report on Professional Relationships, Mrs. Stanley, Chairman, was presented and on motion of Mr. West, adopted.

Members of the Council, including Messrs. Lindsay, West, Mrs. Dorsey, Mr. Cross, discussed teachers' contracts. Teachers frequently forget their obligations and having contracted to teach, and without notifying the officers of a particular district, accept positions elsewhere. Mrs. Dorsey said that not only should teachers live up to contracts, but those placed on eligible lists should notify boards of education when they accept positions elsewhere. Mr. Cross contended that Boards should not hire teachers who are under contract elsewhere. Mr. Stephens believed that teachers should be released when better opportunities open.

The Los Angeles situation as regards teachers' contracts, was presented by Miss Van de Goorberg. The teachers in that city had difficulty in securing their salaries during the period that schools have been closed on account of the epidemics a new contract having to be written. Superintendent-elect Wood declared he should rule that it was legal to pay salaries under such conditions. The following resolution offered by Mr. Chamberlain, was unanimously passed, and ordered transmitted to the secretary of the National Education Association, as teachers throughout the country were finding embarrassment in the salary matter, owing to the epidemic:

Resolved, That we look with disfavor upon any attempt to withhold from teachers, salary moneys, when schools are closed on account of epidemic or pestilence, or other unavoidable calamity. We believe teachers should not be penalized by being compelled to make up time lost because of such epidemic, by being compelled to teach during vacation periods in order to receive such salary. Resolution adopted on motion of Mr. Keppel.

Mr. Lindsay moved the appointment of a legislative committee of five members, including the President and Secretary, three members to be named by the Chair. Motion carried Council adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

**JOINT MEETING: COMMISSION OF 21
State Board of Commissioners, Council of
Education.**

Meeting called to order at 10:00 a. m. Saturday, President Cox in Chair.

Roll Call revealed members of the Council present as follows:

Messrs. Avery, Boren, Chase, Cox, Cross; Miss Dole, Mrs. Dorsey, Messrs. Hunt, Keppel, Lindsay, Miss Merrill, Miss Mosseman, Mrs. O'Neil, Messrs. Robbins, Shiels, Snyder, Short, Mrs. Stanley, Miss Van de Goorberg, Miss Visscher, Mr. West, Miss Willis, Dr. Wilson, Mr. Wright.

The following motion presented by Mr. Wood was adopted.

We recommend that the bill providing for compulsory continuation schools and classes carry a provision that all pupils enrolled in continuation classes, who do not possess the ability to read, write and speak the English language, as is required for the completion of the fifth grade of the public schools, shall be required to take as a part of the continuation work courses in reading, writing, and speaking the English language, and suitable courses in American citizenship, and that all such persons under the age of 21 be required to take such instruction. We further recommend that no special State officer be employed at present to organize such work in teaching English and citizenship to non-speaking and illiterate minors; leaving the matter of employing such State officers for such work to be determined by the need for such officer that may develop out of experience, in handling such classes; or as evidenced by data secured through the proposed registration of minors.

We further recommend that the Committee of 21 endorse the provisions of Senate Bill 4987, introduced into the U. S. Senate by Senator Hoke Smith of Georgia, appropriating seven and one half million dollars annually to be used for instruction of illiterates over ten years of age, and an equal amount for the Americanization of immigrants.

In the unanimous ratification of Senate Bill 4987, providing for a department of education and a federal secretary, endorsements of the Bill were ordered transmitted to the following: The President of the United States; Hon. Hoke Smith; and members of the Senate and House from California.

Resolution presented by Dr. E. R. Snyder was adopted, carrying approval of S. B. 4922, relating to the rehabilitation of persons disabled in industry or otherwise, and providing for their return to civil employment.

Mr. Wood presented to the bodies the necessity for legislation requiring the registra-

tion of all minors. On motion of Mr. Lindsay, the body went on record as favoring such registration and the enactment of a law providing therefor.

Dr. A. H. Sutherland of the Division of Psychology of the Los Angeles Schools was introduced and spoke briefly of the importance of work with the feeble minded and sub-normal. Suggestion by Dr. Sutherland that a survey be made of the situation in California with subsequent reports and action resulted in motion by Mr. West that a committee on this work be named.

A motion by Miss Dole that the matter of securing from the Legislature, appropriation for the work, be referred to the Legislative Committee, was adopted.

There was unanimous approval of a motion presented by Mr. Cross to the effect that the one matter of paramount importance was that of more money for the elementary schools; and that the legislative committee be instructed to bear this fact in mind.

Mr. Keppel reported as chairman of the committee on Initiative and Referendum. Motion by Mr. West to adopt carried with it the appreciation of the Council and school people of the State to Mr. Keppel and the officers and members of the committee for their untiring work in the service of the schools. On motion, the balance in the hands of the treasurer of the committee, to be handed over to the Council of Education, was ordered deposited in the Permanent Fund, to be drawn upon only in case of emergency.

Mr. Carleton A. Wheeler, Membership secretary for the southern section, presented the matter of memberships in the Association for the coming year. He pointed out the difficulties of writing memberships in face of the fact that section meetings could not be held, and made a plea for a complete membership, as needed legislation required united action on the part of every teacher in the State. Dr. A. E. Wilson, recording secretary of the southern section, strongly supported Mr. Wheeler, as did others from various parts of the State. The president pointed out that in one city the fees in the National, State, city and local teachers' bodies, aggregated \$5.75, and that many of the teachers saw it to their advantage to join all of these. Many labor organizations require as large dues per month, as teachers would pay in a year, to say nothing of a large membership fee. There prevailed unanimously a resolution to the effect that the joint body strongly advised every teacher in the

State to immediately join the association and urged every county and city superintendent and principal in the State, to bring before their teachers the advantages to be had from membership in the association, and the necessity of joining at this time. The Secretary was directed to communicate this action to the Superintendents and others.

Report by Miss Dole as chairman of the committee on Salary and Tenure in the form of a resolution was on motion of Mr. Chase, adopted. Suggestions in the report looking toward a minimum salary were not considered in terms of dollars but in terms of advance. The legislative committee was instructed to give particular attention to this report at the coming session of the legislature.

At the afternoon session the chairman called upon the secretary who introduced to the body Dr. James C. Miller, Field Organizer for the Federal Board for Vocational Education. Dr. Miller, who has done such noteworthy work in Canada, in the field of rehabilitation for returned disabled soldiers, is this year, giving the United States the benefit of his experience. Fourteen local centers have been established throughout the nation, the San Francisco office having jurisdiction over California, Arizona and Nevada. Dr. Miller was for some years connected with Throop Institute in Pasadena. He spoke graphically of the great need for inducting returned disabled soldiers safely into the channels of industry. Mr. T. P. Fisher, in charge of the Pacific Coast office for the Federal Board, also spoke briefly.

Miss Alice Merrill presented as the report of the committee on Minimum Enrollment, the following resolution, which after discussion by Dr. Plummer and others, was unanimously carried:

Resolved, That this Council of Education approve all action tending to secure a reduction in maximum class enrollment and that the legislative committee be instructed to prepare a bill prohibiting the formation of classes of more than 40 pupils in the elementary schools; to be presented to the legislature at their discretion.

Dr. Hunt, as chairman of the committee on Thrift Education, commended the work of the Committee on Thrift Education of the National Council of Education, of which body the Secretary of this council is chairman, and asked that same be recorded.

The committee on Americanization reported through Mr. Avery and on motion of Mr. Keppel report was adopted.

Mr. Cross's report as chairman of committee

on Budget was on motion of Mr. Keppel, adopted.

Miss Dole offered her report as chairman on committee of Vocational Opportunities for Girls, adoption following motion of Dr. W. H. Snyder.

On motion of Mr. Avery, the committee on teaching of Patriotism in co-operation with Army Camps, A. J. Cloud, Chairman, was continued under the new title of committee on Rehabilitation Problems, with the same chairman.

Dr. W. H. Snyder stated that he would make later to the legislative committee a report on Junior Colleges.

Dr. A. E. Wilson reported as chairman of the committee on Visual Education. In adopting the report, the suggestion was made that the University of California be assisted in its endeavor to secure financial help in making its work in visual education of the greatest value to the state.

Committee on Retirement Salary Law reported through Miss Van de Goorberg. In adopting the report, the same was ordered left in the hands of the legislative committee, which committee was authorized to seek conference with the State Board of Education.

Miss Van de Goorberg reported also for the legislative committees of the various teaching bodies of Los Angeles city, including the City Teachers' Club, High School Teachers' Association, Principals' Clubs and Night School Teachers' Association. Through a joint legislative committee of these four bodies, an effective clearing house is formed.

Motion by Mr. Cross that the Council endorse the principle of the appointive superintendent, prevailed.

A resolution presented by Mr. Avery and adopted follows:

Resolved, That this body herewith approve the legislation enforcing the program of physical education, adopted by this body two years ago, and further,—that our continued support is promised to physical education, as of fundamental importance in our school system.

Mr. Keppel paid a glowing tribute to the British, this being British Empire Day; to our other Allies, and to our own men at the front, and to the President of the United States in his great work for the democracy of the world. Mr. Chase's resolution that a word of greeting be sent the President of the United States was adopted by a rising vote.

The chairman appointed as the committee on legislation, Miss Van de Goorberg, Mr. Lind-

say and Mr. Keppel, who will act together with the President and Secretary of the Council. On motion of Mr. Lindsay, the Council adjourned.

ARTHUR H. CHAMBERLAIN, Executive Secretary.

BOARD OF DIRECTORS

Meeting of the Board of Directors occurred in the office of the City Superintendent of Schools, Security Bldg., Los Angeles, Friday evening, December 6th, with President Cox in the chair. Roll Call by Secretary Chamberlain disclosed the presence of the following members:

E. Morris Cox, Jerome O. Cross, Sara L. Dole, H. P. Short, Grace C. Stanley, W. L. Stephens, J. F. West.

The minutes of the previous meeting were approved as printed in *THE SIERRA EDUCATIONAL NEWS*. The secretary reported on the success of the budget system as advocated by him in his last annual report, and stated that he had purchased an additional hundred dollars in Liberty Bonds, which action was ordered approved.

On motion of Mr. Cross, the legislative committee was authorized to expend in the interest of legislation, not to exceed \$500.00.

The Board, on motion of Mrs. Stanley, unanimously agreed on the advisability of holding all section meetings of the association in the fall. This would materially simplify clerical work, would harmonize the membership year and the subscription year, and would permit of the application by teachers in their regular schools of any valuable results secured from holding the meetings earlier in the year.

The advisability of a two-day session of the council was unanimously agreed to and motion by Miss Dole prevailed that hereafter two-day sessions of the council be held. Following the completion of a number of items of routine business the Board adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

TEACHERS' INSTITUTES

It did not need the attempted legislation of two years ago to awaken the teaching profession to a realization that there was something wrong with the "Teachers Institute". Teachers themselves have long felt that there should be more definite achievement in return for the annual expenditure of energy, time and money.

A report from a group of superintendents having the improvement of the institute in mind is as follows:

"We are making a distinct effort to concentrate at our institute on one or two themes so that the teachers will come out of the week with a few distinct educational impressions and not merely with inspiration which is a most desirable thing to experience. It was the desire of these leaders to mitigate the rigors of the institute and at the same time to make it more truly educational. Institutes were originally established when teachers had few educational advantages and when the chance to hear even mediocre speakers was quite an event. It is all so different now. Summer Schools, Correspondence Schools, University Extension Courses, the Victrola, and Piano Player,—all these things bring to the home, opportunities of highly educational nature and really make the institute a less important factor in the life of the teacher.

Still, there is a place for it, provided the gathering can be made truly educational and not an intellectual orgy, as is the case when we bring together a great number of eminent speakers and give course after course of a highly stimulating character each having little bearing on the other."

This group of superintendents summed up their efforts thus: "We are trying to devise a way by which teachers may be in the first instance given credit for attendance upon summer courses, Saturday classes, University Extension courses and the like, in place of attendance upon institutes; and secondly, to make the instruction of the Institute concentrate upon a few methods thus enabling teachers to make a choice and obtain from their days of attendance a modicum of definite instruction that they can use immediately in the classroom."

It is well that teachers be given credit for educational work especially the summer courses. It often develops that through study during the summer they find themselves over wearied with strenuous school work. Were they allowed to recuperate during Institute week, much would be done toward restoring the tone of the physique and the buoyancy of spirit.

Besides the distinct educational impressions, the definite instruction for use in the classroom, we must not forget the distinct value of getting together and sharing ideas; the advantage of contact between rural and town teachers; the inspiration and renewed zeal and enthusiasm given by men and women of strong personality and sincere devotion to the profession—the idealizing of the work.

Through legislation we must improve our schools. Back of all school legislation should

stand the approval of the unified teaching body. This can only be attained at big, open meetings where teachers discuss the subjects of intended legislation. Again, through the general sessions is made possible the spreading of information as to what is going on in the educational world.

To summarize briefly the objects of the Institute:

- 1st. Renewed zeal and enthusiasm.
- 2nd. Aroused interest in progressive school legislation and educational work of world interest.
- 3rd. Definite, concrete help in the various subjects by dividing the Institute into groups; this group work under skillful leadership inducing discussion, and summarizing at the close.

In accordance with the latter is the plan outlined for the California Teachers' Association—Southern Section, Ernest C. Moore, President. The influenza epidemic has prevented the trying out of this plan. Because of its apparent value we desire to submit it in full.*.

Mrs. Minnie R. O'Neil, Chairman.

* See *Sierra Educational News* for June, 1918. Page 356.

PROFESSIONAL RELATIONSHIPS

Grace C. Stanley, Chairman.

The day of individualism is over; the day of cooperation is here. At last we know, not because some theorist has said it, but because it has been demonstrated before our eyes, that an injustice done in one part of the world is felt the world over; that the lack of opportunity for full and free development of the people of the most remote corner of the earth is hindering the advancement of those holding the most favored places. We advance together or we fall behind together. That we are the keepers of our brothers has been fully demonstrated and so terribly so that we dare not disregard it.

If this be true of peoples who have no knowledge of each other's existence, who do not even speak the same language, whose ideals of life have almost nothing in common, how much more true is it of those who are bound together by living in the same country, the same state, the same county; who not only speak a common language, but are engaged in the same pursuits and have at heart the common interest of advancing the human race through the education of children.

There is, therefore, no longer any excuse for one nation to try to advance its interests at the expense of another; still much less for one school district to try to advance its interests at the expense of another school district. That we have failed in the past to understand that we were parts of the same organism and not separate entities is not strange. That we shall go on in the future as we have in the past without grasping the significance of the new order is unthinkable. If we would demonstrate our right to hold our high position as teachers of children we must make that demonstration through our ability to put into practice the ideals that have been so fearfully fought for in the last four years of world war.

A theory is not of much value until it has been given a practical application. There is a condition existing in our school system today which is demanding the application of our belief in the theory of the unity of all things. We have heard much of the common lack among teachers of a proper regard for their contracts. School boards have complained that the contract which bound them was in no way binding upon the teacher. If it be true that our teachers have less regard for their contracts than people of other professions it is a serious charge. I believe we shall all agree that our teachers generally have as high a standard of honor as others, and that we must look for the cause of this apparent lack of honor in the conditions rather than in the inherent nature of school teachers.

The condition which causes this apparent disregard for the contract can be briefly stated. Due to the influence, in part at least, of the district system, each little community is thought of as being complete in itself, with only itself to think of or care for. Whenever it felt a need its only duty was to supply it in the easiest way possible without regard to the needs of any other community. Thus arose the practice of one district reaching over for the teachers of another district. It was easier and safer to choose the most competent teacher in the surrounding neighborhood than to go out among those unemployed and search records and study candidates in order to select those fitted to do the work. As certain districts grew large and were able to offer inducements in the way of salaries, larger opportunities, and pleasanter living, their advantage over the smaller districts became correspondingly greater, until now the inducements to go into the larger schools are so great

that we can scarcely find fault with the teacher who succumbs to the temptation. Particularly is this true when her superintendent is willing to let her go. Perhaps he has his eye on a teacher in an adjoining district who will fill the vacancy nicely. And so it goes until the district left in the last instance is the one least attractive, least able to select with discrimination from those teachers who are available. Several schools may have been broken into and the children's work for the year more or less disrupted, all of which might have been avoided if the large district with its trained body of educators chosen for the purpose of selecting teachers had been willing to confine its offers of positions to those who were without positions, rather than to tempt away those who were already employed.

Your committee then recommends that this Council of Education for the Teachers' Association of the State of California, in order to establish the principle of unity in our state school system, submit for their approval to the teachers and boards of education of the state the following rules as the standard of professional courtesy:

1. That the school authorities of one district shall not offer a position to a teacher under contract in another district.

2. That no teacher shall apply for a position for the period of time in which he is under contract.

3. That a teacher whose name has been placed on an eligible list in one district shall notify the school authorities of said district upon signing a contract in another district.

4. That the school authorities of districts maintaining an eligible list shall upon such notification drop from their list the names of teachers so reporting for the period of time in which such teacher is under contract elsewhere.

VOCATIONAL EDUCATION

Mrs. Susan M. Dorsey, Chairman.

The laws dealing with vocational education are so closely allied with those relating to compulsory education and child labor that they are frequently found to overlap. In the suggestions offered below for changes in the vocational education law, it will be seen that all have to do with compulsory education or with child labor.

This raises the question as to whether child labor laws, compulsory education laws, and vocational education laws should not be re-

written into one coherent whole to be administered by departments of education. In this connection it is interesting to note that the suggestions submitted for the improvement of vocational education are being worked out, likewise, by committees engaged in the revision of child labor and compulsory education laws.

It is suggested:

1. That graduation from grammar school remain as requirement for nonattendance upon school, and that the age of full-time compulsory attendance be extended to 15 years, regardless of graduation from grammar school;

2. That after the age of 15, provided the child has graduated from grammar school, not less than 144 hours each year be required as the minimum attendance upon school, which attendance shall be within the school-day hours of 8 a. m. and 5 p. m., up to the age of 18 years at the expense of the employer. (Note: that this does away with attendance upon night school for young working children.)

3. That night school attendance for persons over 16 should be permitted, but not as a substitute for day attendance.

4. That the subjects required to be taught should deal with civic and vocational education, and that the latter should be designed to give immediate help in the vocations pursued by the children.

5. That schools in communities of sufficient size should be compelled to establish these part-time courses, and that attendance upon such courses, where existent, should be compulsory for working children up to the age of 18 years.

VOCATIONAL OPPORTUNITIES FOR GIRLS

Miss Sara L. Dole, Chairman.

Woman's entrance into industry has been gradual and haphazard; in many cases unwelcome. Working against great waste in energy and production, she has gained a foothold in nearly all industries today. But up to the war period her numbers have been exceedingly small in all except a few occupations, and these have, consequently, been overcrowded and inelastic to the changing needs of industry.

Little accustomed to co-operative effort and always looked upon as a transient in the industrial world, her needs have received slight attention. Then came the Great War and the opening of doors of opportunity to her

in all directions, to the woman of trained mind and hand it was a rich opportunity. To the untrained school girl it was a temptation that was sure to have disastrous results.

With the return of our army, comes another and more complicated problem. The work of the schools should be preventive, rather than remedial; how can we overcome tradition, inspire a respect for trained workers, and prepare our girls to lead independent lives, even if to many the industrial period must be brief? They are beginning to answer these questions for themselves, but they surely should have a little help from the state.

Resolved, That the Council of Education recognizes in the question of vocations for girls a problem of immediate serious nature, and one that is different in many particulars from that involved in the general so-called problems of vocational education.

In view of this consideration, we further recommend to the educational authorities of the state that a woman investigator for the state be appointed to aid Dr. Snyder in his fine work; and that it be the policy to extend a similar line of work for girls throughout the cities and counties of the state.

TEACHERS' SALARIES

Your Committee has been in communication with many people who are interested in the subject of their work; among these, President Waldo, the new Field Secretary of the N. E. A., who reports activity along these lines in nearly all of the states. We have sent communications to all of the teachers' organizations of the state that are concerned with the legislative status of teachers; we had hoped to be able to report at this time the various efforts of these bodies in order to help them by unifying our work, but the returns have been so meager as to be of little significance for that purpose.

We have also obtained estimates on actual living expenses of teachers in the state, so that we feel that we can speak with some authority as to what constitutes a "living wage" for the California teacher in both city and rural districts. These figures, together with the government's report on living expenses, and comparisons with wages received in other occupations, would form a report too long to be presented here.

As a result of our study we wish to present the following recommendations:

That a minimum salary provision be incorporated in the school law, the form which it is to take (either a separate law or a part of an appropriation law) and the minimum amount to be named by the Legislative Committee of the Council.

Sara L. Dole, Chairman.

ON VISUAL EDUCATION

A measure providing for a system of visual education, which was introduced in the Legislature in 1915, was passed by both the Assembly and the Senate, but was not signed by the Governor. In the 1917 session of the Legislature two bills were introduced—A.B. No. 503, authorizing the State Board to establish a system of visual instruction, and A.B. No. 505, appropriating \$33,000 for carrying out the provisions of No. 503. These bills were favorably reported by the Committee on Education but finally died on the calendar of the Committee on Ways and Means, the members of which felt that the war conditions made it inadvisable to undertake the establishment of new work at that time.

Throughout our State many cities are providing stereopticons and moving picture machines, but everywhere the great obstacle in the way of success and the best results is the fact that much of the so-called educational picture material offered to the schools by commercial concerns is of inferior quality, because it is often not true to facts, is not planned to correlate with the work of the curriculum and does not measure up to the standards of public school work. The schools need assistance in securing and preparing material that is adapted to the aims, methods and ideals of modern education.

Up to the present time, the Visual Education Department of the University Extension Division of the University of California has been most instrumental in meeting the needs of the schools. Weekly service of moving pictures, films, slides and exhibits has been made available to all the schools of the state. The Committee on Visual Education of the Council of Education are of the opinion that we will serve the schools best by urging the state legislature to give more adequate support to the University Extension Division, in order that the service to the schools may be further increased.

Respectfully submitted,

A. E. Wilson, Chairman.

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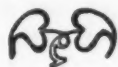
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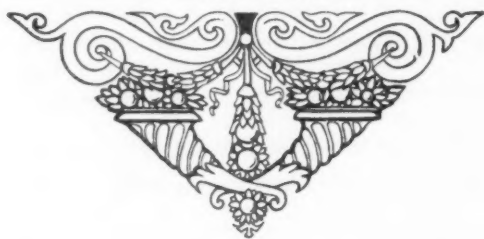
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THE function of the school then—be it elementary, public or private—in meeting after-war conditions becomes very clear. It must cease to be chiefly a literary institution, dealing with the accumulated knowledge of the past in an intellectual and historical method, largely remote from and unrelated to the vital throbbing life of the nations and the world. It must cease to be a local or sectarian institution with its scope, its support and its character determined and limited by individual or community interests. It must, instead, be one great nationalized institution, that, through every member, from the remote one-room rural school to the greatest city system and most powerful university, shall teach one thing above all else—American ideals and good citizenship. Nor may this be merely verbal acquiescence and theory, but instruction that shall crystallize into character and action. The determining question as to the nature and content of instruction must be "What does the nation most need of every individual?" The answer to the question will determine the kind of instruction that should be given the individual. This conception does not mean that present courses of instruction must be given up or radically changed, but rather that the value placed upon much of our traditional work must be reduced and that the individualistic treatment must give place to a communistic and national point of view.—CLARENCE H. DEMPSEY, in *"Financing the War Through Thrift."*



EDITORIAL

THE year 1918, comprising parts of two academic years, will be long remembered by teachers, pupils and the people at large. For the schools it has been a period of many and various inter-

SCHOOL INTERRUPTIONS

ruptions, derangement of schedules, work entirely suspended for from one to two months in the midst of the year, the substitution of war work for much of the regular assignment,—Savings Stamp sales, Red Cross service, Liberty Bond Campaigns, filling orders for knitting and sewing, etc., in all of which pupils of both elementary and secondary schools participated.

Similar interruptions occurred in the colleges and all higher and professional institutions,—transforming the usual academic classrooms, lecture halls and laboratories into instruments of service for the government,—health and medical courses, special forms of engineering, chemical laboratories given over to research, every department of agricultural science and art devoted to increasing immediate production, domestic economy turned to account for war needs, repeated money campaigns for war's service, extra-mural lectures by most of the academic departments on National and patriotic questions, and finally, the campus and certain of the buildings and lecture rooms surrendered to the training of military officers, airmen, naval units, and the Students' Army Training Corps, the faculties depleted by enlistments for defense of the government, to which were added hundreds of students taken out by the selective draft, and much devoted aid by both men and women students, and the faculty in relieving manifold distresses in the European war-stricken countries.

On top of all this, came a distressing epidemic of the influenza, with accompanying irregular attendance, broken courses, loss of health and energy and numbers of deaths. From this affliction no grade of institution nor social group was exempt. From the entrance of the United States into the war, the influence of certain of these disturbing factors was felt; but early in 1918 and increasingly, as the months followed, the prosecution of systematic schooling became difficult. The coming of the influenza was the climax to a series of memorable and obstructive experiences, for children and youth especially. This is the phenomenal aspect of school education for the year 1918.

DURING most of this period, however, if students had fewer formal lessons, they were not less occupied, either with hand or brain. It would be a long story, too long for a brief editorial merely to re-

STUDENTS IN EMPLOYMENT

count the list of employments into which students went from college and high school, and even from the elementary schools. Throughout most of the academic year 1917-1918, they took part in school and home gardening (a million of them in the United States), war work, construction of various kinds, toy manufacture, Red Cross furniture making, salvage collections, Boy Scout activities, and other distinctly war services. Then, made possible by the postponement of school-opening in the Fall, thousands of young people, and not a few older ones, connected with the schools, joined the army of harvesters, in field and orchard, conserving the season's yield, as part of the country's wonderful conservation program. During the summer and fall of

1918 there were fewer idle, unemployed children than at any other time in our history. The work was with a purpose, and much of it generously given. Literally millions of the earnings were put into war savings, Liberty Bonds, Thrift Stamps and charitable gifts. Many engaged for personal service, in clerical and office assistance, in mechanical employments, in shops, ship-yards and foundries.

In addition to all of this out-of-school work an enormous amount of war work was done within school buildings, by loosely organized groups of pupils and students,—voluntary first aid, canning clubs, school kitchens, used for mothers' classes; Red Cross boxes from the high school shops; making art posters for the varied campaigns; the making of hundreds of thousands of sewed and knitted articles for soldiers and the needy in foreign lands; salvage materials valued at many thousands of dollars collected by thousands of schools, etc. From such a partial enumeration, even, it would seem as if classes and the lessons had been wholly abolished. Indeed formal teaching and learning *were* reduced to a minimum. Where a subject was not omitted, it was, in most cases, so changed in prescription as to take its place as a factor in some war preparation. Schools became training places for specific skills and social service.

BUT with all the interruptions, and the bulk of the school time and effort given to other than the traditional academic interests, and the programmed constructive exercises in shop and kitchen and

GAIN OR LOSS

garden, it must be said it has been a very profitable year for the children and youth; and for the schools too, if only we teachers have been brought to see that there are other ways of learning besides "getting up" set lessons; that maturity not less than knowledge, is a factor in

everyone's education; that self-guided effort to accomplish one's own purposes is educative beyond any following of dictation or prescription. These boys and girls whose free service has been very meagerly sketched, have, during the year been attempting this second thing,—planning, making, serving, cooperating with others in what were often to them big enterprises; doing tasks that had others in mind; expanding their horizon of interests; feeling the pull of human need among unfamiliar people; shaping effort by their own initiative; using knowledge for coveted results; thinking in terms of achievement and the doing of things that needed to be done, and whose need they felt, and sought by their own resourcefulness to satisfy.

In all these years, in the midst of a universal war interest, and daily knowing the want and suffering and debauching of manhood and womanhood in many parts of the world, the maiming and killing, and the ruthless overturning of ideals and human practices,—both boys and girls have matured, acquired new hopes and ambitions for themselves, and new faith in their fellow-men; learned something of the joys of profitable labor, and the values of persistence and patience and the confidence in self-achieved skill, beyond anything the formal lessons can achieve, if these alone comprise the daily program.

Measured, therefore, by what has been done in them, by themselves, in more matured visions of their own manhood and womanhood, and in cherished purposes and the faith that is human, the years have been a time of great educational profit. It is chiefly a gain to the oncoming generation; incidentally a loss; mainly on the side of the shell of knowledge, rather than the content. The six or eight weeks of closed schools may prove to be a rich harvest for some millions of our youth, who found health and skill and insight from their occupations. R. G. B.

WE TRUST none of our readers have suffered disappointment that during the 20 months past the SIERRA EDUCATIONAL NEWS has assumed much more the character of a war magazine than

**THE SIERRA
EDUCATIONAL
NEWS IN
WAR TIME**

that of an Educational Journal of the traditional type. Surely no argument was needed to convince those interested in the schools, that all work tending toward the direct winning of the war, was to be given first consideration. Discussions of methods of teaching, relative value of school subjects, and questions of organization and administration could well await the successful termination of the war. That such termination should be successful, required the contribution of every man, woman and child; every social and civic and philanthropic organization; every school, church, home; the magazine column and the lecture platform, as well as man power and money.

Entire issues of the News have been devoted to the work of the Red Cross and Junior Red Cross; School Gardens and the actual results of work of boys and girls in these gardens; Food production and conservation; War Finance—Liberty Loans, Thrift Stamps, War Savings Certificates and the like; Student Army Training Corps; Victory Boys and Victory Girls; United War Activities Campaign, and the field of patriotism, citizenship, illiteracy problems, reorganization made necessary and apparent through the war and like important matters.

We here make public acknowledgment and convey appreciation to those teachers and school officials of California, the Coast and the Nation, who have contributed valuable and timely materials to the pages of this magazine. Especially do we thank those men and women—leaders in our national life—who found time from

the business of war activities, to speak to the school interests through our columns. These men and women recognized fully that next to winning the war the most important thing was to keep the school at its highest point of effectiveness: that the school is the one institution to which we may turn to strengthen and replenish the first line of defense.

Twice has the President of the United States, Woodrow Wilson, responded personally to our request. Articles have appeared from the pen of Ambassador Jusserand of France, Herbert Hoover, Secretary Franklin K. Lane and Secretary Houston, Commissioner Claxton, Vernon Kellogg, Congressman Kahn, W. G. McAdoo, Charles Lathrop Park, Florence Powdermaker, A. T. True, Speaker Champ Clark, and others, including many men and women of national reputation as educators.

It is to these and other men and women equally patriotic that credit is due for making of THE SIERRA EDUCATIONAL NEWS, during this war period, a medium to contribute, so national authorities assert, more largely to war activity than has any other educational publication in America.

A. H. C.

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NO ONE can be thought a safe teacher for our boys and girls who is not a growing teacher. For one to have spent (as required in California) 17 years in academic and professional training as an

**THE TEACHER
AS STUDENT**

introduction to teaching is to have laid the foundation only for a career of influence. The facility of skill, the well-grounded judgment, the understanding of youth, and the breadth of vision, come with years only. The training of teachers, at its best even, has a certain aloofness from actual school conditions. Inevitably it must be so. Theoretical insight is necessary, and that may

be given in the professional courses; but along with them, or following, there must be free, "personally conducted" and responsible practice and reflection upon it. This can be had only where one is himself the planner, the independent doer. In one's own school, new situations must be met and mastered; new problems must be solved; new applications of knowledge; new knowledges sought to meet unfamiliar conditions; and to the thoughtful, conscientious and aspiring teacher, one's school offers a succession of days of unfamiliar problems. To such teachers, instruction is anything but monotonous employment. Each day, for a almost every pupil (especially during the teens) presents new bases of capacity and interest and ambition. The ever-varying complexity too, of the social and institutional life for which students are to be successfully fitted, on to maturity, make new demands upon the schools, and offer new opportunities to improve the teaching. The teacher must be a student, and whatever he teaches, compass the field of adult services to be rendered.

Because of the character of his work, and the instruments and tools he uses, he should find it easy to continue his own improvement, and in professional subjects especially. Dr. Judd's recent book, "Introduction to the Scientific Study of Education", is with all its limitations, suggestive of manifold school problems that can be worked on and worked out effectively by one only who is actively engaged in the practice of his profession. Many of these and similar problems concern matters with which teachers are more or less familiar, but few of which have been critically or scientifically studied by themselves or others. A matured science of education and a rational practice await verified, and, in a measure, quantified knowledge of the conditions and aims and means of teaching. For final answers and reliable guid-

ance, there will be needed the conclusions of the scholarly and patient expert in research, and the investigations by principals and supervisors and executive school officials. But for the collection of facts, searching original sources, and studying the significance of social, economic and political conditions, racial and local biases, and Community ideals, the contribution of class-room teachers, is fundamental for any safe direction.

THESE observations are suggested by a reading of the very stimulating scheme set forth by Dr. Lange, elsewhere in this issue, under the caption: "An Educational Research Syndicate." Here is an opportunity that, if seized whole-heartedly, promises a double return of profit to California Teachers: a rich personal experience that must inevitably react upon the teaching, and a share in furthering the effort to rationalize our theories and reduce them to a dependable system of doctrine. It is with the first of these benefits that this statement is concerned; the fact that the individual teacher may be advantaged by such systematic investigations. The studies may, and should, perhaps, generally grow out of the local situation. The teacher would have the assistance of a skillful director. Any meritorious work by holders of the high school certificate under the California law, might be counted toward the advanced degree in education. There is scarcely a county in the state, nor any considerable city where there may not be found teachers to whom the opportunity for such work with a definite goal in view, and encouragement and guidance would be welcome.

Assurance has been given by the Director of the School of Education that a frank expression of opinion from teachers of the State whether such venture

would be welcomed; and if the movement be endorsed, suggestion as to local problems that might be investigated, the purposes in view, etc. THE SIERRA EDUCATIONAL NEWS will co-operate in any way possible with teachers, or the School of Education to further the undertaking. So far as is known to the writer, this would be pioneer work in a promising field of educational studies. It should be a vitalizing influence upon schools, teachers, the profession, and higher education, generally in the state.

Address Dr. Alexis F. Lange, Director of Education, University of California, Berkeley.
R. G. B.

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IN a recent number of School and Society, appeared an article by Mr. Wilson C. Morris, of the Warrensburg, Mo., Normal School, on an "American Association of Teachers", that seems to call for editorial mention.

ORGANIZATION OF TEACHING PROFESSION

Indeed, it deserves a careful reading by not school officials and executives only, but by the body of teachers. Its purposes are so transparent, the plan so reasonable, and the scheme so in harmony with the California plan that members of our C. T. A. and others are certain to be profited by reading the article.

The three objectives in the consideration are (1) things that must be done to better the teaching profession; to work to remove the selection of school boards and school administrators from party politics; to properly segregate the functions of the superintendent; to raise the academic and professional standards of teaching; to achieve a reasonable tenure of employment for all teachers and throughout the country; and to equitably adjust teachers' salaries. (2) Intelligent and wide-reaching organization of the teaching staff as the means of solving these problems;

and (3) a proposed plan of organization.

Here attention is called to the third point only,—some reasons for such an organization and its general form. As illustration of what has been accomplished by certain selected interests through effective organization, there are cited the remarkable achievements of Laborers in their solid front for recognition; the American Medical Association and its current professional standing; the Association of American College Professors; and a proposed Union of Scientific workers in Great Britain, all of whom have shown faith in getting coveted results through united effort. It is conceded at once that it is more difficult to organize an entire teaching force of the nation, or of a state, or of a geographic section of states; first, because thousands of teachers are in the profession temporarily, only; other thousands, and many thousands are migratory; a majority of teachers are women whose average term of service in the country at large is less than five years; in certain states (a fact less true of California) the education of many teachers is limited, their experience provincial, their sense of professional responsibility weak. Beside, employment is generally for less than the calendar year, and the salary not always felt to be adequate to take on new organization expenses.

But it is in part, *because* of these limitations upon the profession that closely organized effort is needed to cure us of the ills. If united effort should accomplish the lengthening of the general term of service; the more stable employment; adequate pay to attract and hold the better teachers; free the schools from narrow partisan domination, and standardize school support, there would be fewer obstructions to organization. Certain of the profession's deficiencies or inefficiencies are due to the fact that teachers of a state or a section have not put up a solid front; that

they have had little influence in raising teaching standards, and improving salaries, and shaping school legislation. The influence of the whole body of teachers, directly or by representation, is needed to compass the needed legislation, and every year to initiate new members into a wholesome respect for the dignities and obligations and privileges of their chosen profession.

The article referred to recommends a rural association in each county; an organization in each considerable town; in the larger cities, a federation of local chapters or sections; in the state one association with which the local associations are affiliated; and finally a national organization that should be national not in name only, but through representation from the affiliated bodies, down to the smallest political unit. The entire scheme is so like our own California organization, that one needs only to quote certain statements from the writer, to make the plan clear: "the state association would be a federation of the local chapters"; "the affairs of the state organization would be taken care of by a council made up of representatives from the local Chapters"; "there would be need of an executive board, and a permanent secretary"; "the national association would bear the same relation to the state association as the state associations do to the local chapters". In California with our five sections, our larger cities organized as some of them are already, the towns with their local bodies; and with the County organized to include all other teachers,—each unit having proportioned representation in the State association, it would be comparatively easy through the council and the permanent office to receive from the local bodies through their representatives, and transmit to the public or to the legislature the will of the profession. That will once agreed upon and intelligently formulated, backed by the endorse-

ment of our 18,000 teachers, would carry an influence that would doubtless be welcomed, by the lawmakers certainly. The legislature members are not generally averse to promoting the interest of the schools, but because of conflicting requests and individual efforts only, and indiscriminate demands, they have not always been able to know just what the profession stands for. So if we act as a unit we may be powerful. *R. G. B.*

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THE epidemic of influenza has not only worked havoc in the various communities and broken severely into the school session, but has, in some cases, brought great embarrassment upon teachers.

ON PAYMENT OF SALARIES

Through the enforced closing of schools, teachers in some cities throughout the country, including Los Angeles, were for a time doubtful as to whether their salaries would be paid. The National Education Association, through the office of the secretary, sent broadcast through the nation a request to school boards and school officials that justice be done teachers, and that no attempt be made to deprive teachers of salary or to compel them to make up time lost during the regular vacation in order to receive salary moneys.

Among those who interested themselves particularly in this matter was Mr. E. C. Folsom of the Teachers Casualty Underwriters, Lincoln, Nebraska. This organization, through Mr. Folsom, the President, has rendered a notable service. Replying to Mr. Folsom's inquiries and suggestions, the State of Washington, through the superintendent of public instruction, issued a statement that teachers are being paid in full for the enforced quarantine. The same is true of the states of Wisconsin, Iowa, and of the cities including Winchester, Mass., Omaha, Neb., etc. Some states and cities report that teachers have

been allowed half pay, and in such places, or where there has been a disposition to allow no pay whatever for time lost, courts have usually decided that teachers are entitled to full pay when schools are closed by order of Health Authorities.

At a meeting recently held in Los Angeles, Commissioner-elect Wood stated that he would, as State Superintendent, rule that teachers were eligible to receive full salary for time lost on account of enforced closing of schools.

The following resolution, offered by the secretary, had unanimous endorsement:

Resolved, That we look with disfavor upon any attempt to withhold from teachers salary moneys, when schools are closed on account of epidemic or pestilence, or other unavoidable calamity. We believe teachers should not be penalized by being compelled to make up time lost because of such epidemic, by being compelled to teach during vacation periods in order to receive such salary.

There is, of course, no reason whatever, technical or moral, why teachers should have to contend for an already too small salary when schools are closed through order of the authorities. The question might well be asked by the teacher as to whether she could not legally bring suit for salary, to cover a period that is supposed to be included in the nine or ten months when the schools are ordinarily in session. No doubt the experience in California and elsewhere this year, will so clear the atmosphere that like difficulties will not arise in the future. *A. H. C.*

* * *

A RECENT meeting held in Los Angeles was in some regards the most significant educational gathering that has occurred in this state in a quarter of a century. The State Board of Education and the Commissioners, **GETTING TOGETHER** including the Superintendent of Public Instruction-elect; the commission of 21 on reorganization and the Council of Education

met in numerous joint sessions, and discussed policies and proposed legislation. There was every opportunity for individual expression and opinion and numerous minor differences were voiced. The significant thing was, however, that in matters of large import to the schools and children of the state, there was unanimous agreement.

Two matters stand out. First, the securing of adequate funds for the schools and particularly with reference to the elementary and rural schools, and the proposal to establish a larger unit of administration than the district system. The latter matter, with the attendant problems of administration, was fully presented in the report by the committee of which Dr. Lange is Chairman, the Committee on Reorganization, and which is advocating the county unit in school administration. The report on school finances was made through a committee of which Mark Keppel is chairman. It is understood that the two matters, finance and organization, are inseparable. It may be noted here that a resolution prevailed in joint session, calling upon the legislative committee of the Council to use its utmost endeavor to secure added funds for school purposes, even though other important legislative measures suffer.

A still further significant feature is that the women's legislative council, the various women's clubs and parent-teacher associations and various civic organizations are united with the school forces in the interest of the improvement of schools, the raising of additional moneys, and other important matters. There came in for discussion at the joint session also the necessity for improved child-labor laws, increasing compulsory school age, part-time schools, home teachers, vocational education and vocational opportunities for girls, etc. Equal educational opportunities for all children was demanded and must be had. All are at last agreed that education, to be a matter

of state concern, must see to it, that opportunities for education come to all the boys and girls in the state. It was pointed out that between 500 and 600 boys and girls of school age in California had never stepped into a school. The problem of illiteracy was given attention as well as that of registration of minors. All in all, and with the known attitude of the Governor and Lieutenant Governor toward the forward movements in education, and with several women and a number of men in the legislature, whose prime interest is in that of education, there seems every reason for optimism as to the outcome, of a 1918 session.

A. H. C.

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AN interesting venture was recently initiated by the Southern Commercial Congress, meeting at Atlanta. It means nothing less than a practical program of education for workers in south-

A REAL INDUSTRIAL CAMPAIGN

ern industries, to be carried out under the direction of the Federal Vocational Law, and with the aid of the Smith-Hughes funds. "In its initiation of a program of industrial education, the South is in fact planning for the future as well as providing for the present. It is taking account of industrial opportunities as well as of its industrial achievements". It would seem as if this would be "intelligent procedure for any section of the country."

A second Congress, to be held in Birmingham, is to consider the education of workers in mines, in iron and steel mills; and a third meeting is planned for December in Baltimore, to consider trade and industrial education. The work already undertaken concerns the textile industry, including surveys, technical needs, practical experiments, the training of teachers and workers, and a final report as to the needs and the possibilities of the sev-

eral states in textile manufacture. The movement is to enlist the co-operation of the Federal Board, with the State Boards for vocational education, and with the American Cotton Manufacturers' Association; and regards the use of such training in the interest of disabled soldiers and sailors returning from the war. The Louisville Courier-Journal says "the hopefulness of it all, is its practicability."

A distinguishing feature of most plans for a reorganized education is the forward look, preparation in a statesmanlike way for the years after the war; the caring for human and economic salvage and turning it into productive channels; using as never before, the technical knowledges to make skill intelligent and give labor a promising outlook. The readiness of the Federal Board to share with the states, dollar for dollar, in the promotion of industrial prosperity as well as in training resources, and drawing upon both for a guarantee of future prosperity, is truly a hopeful sign of a vital interest in the training of workers for skilled service.

In another respect the movement is significant, not in the South only (though this is a notable example), but in many of the States, North and West, of a new spirit among civic and economic bodies, industrial and labor organizations, the conviction that public economic and political health depends upon the intelligence and resourceful skill and the co-operative interests of all, universal education that connects with life in all the group relations of the individual.

After the war, maybe as a result of the war, there is reason to hope that the schools will have an improved program of training and that the public will welcome the change.

Director C. A. Prosser, of the Federal Boards' Executive Staff is accorded high praise for his "gentle and wise leadership."

R. G. B.

THE TEACHING PROFESSION IN HAWAII

VAUGHAN MAC CAUGHEY

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DURING eleven years residence in the Hawaiian Islands it has been the writer's privilege to have made numerous trips to the mainland, addressing educational and scientific institutions. Among the questions most commonly asked him are those relating to the educational system and teaching profession in Hawaii. The present paper aims to briefly outline the important facts concerning teachers and teaching in Hawaii.

The first white teachers in Hawaii were the American missionaries. They were New England Congregationalists, of the highest intellectual and moral types. They established schools for old and young and their indefatigable pioneer labors left an enduring impression upon the native population. The highest praise is due the toil of these Protestant missionaries for the welfare and educational advancement of the native Hawaiian people.

There seems to be considerable confusion, in the minds of many mainlanders, between Hawaii and the Philippines. Honolulu is as far from Manila as Chicago is from Honolulu. There is no "Spanish influence" in Hawaii, and never has been, comparable to that in the Philippines and Latin America. Roman Catholicism was imported *en masse* with plantation labor. The English language is used universally throughout the archipelago. American money, on the gold basis, is universal; no other coinage is in circulation. United States postage is used. The Hawaiian Islands, due to one hundred and twenty-five years of United States influence, are thoroughly American, and since 1900 have been an integral part of the United States.

All public school appointments are made by the territorial commissioner of public instruction upon recommendation by the territorial superintendent. Application for positions should be made directly to the latter, with photographs, credentials, etc. At all times there are many applications on file in the superintendent's office, so the applicant should not expect immediate reply.

For positions in the private schools, application should be made directly to the principal of the school. A complete list of the private schools, giving principal, location, enrollment, etc., etc., can be secured by address-

ing the territorial superintendent's office, and requesting a copy of his last biennial report.

All public education is organized under a Board of Commissioners, the members of which, with the territorial superintendent, are appointed by the Governor. He in turn is a direct appointee of the President, his nomination being ratified by the United States Senate. The county boards of supervisors have charge of the maintenance of buildings and grounds, including repairs and janitor service.

All teachers in the public schools are on one payroll, and salary warrants are issued by the central office of the territorial department. All salaries are paid in twelve equal installments. Appointments in the public schools are for one-year periods only, and are renewed at the summer meeting of the territorial commissioners. At this time transfers and promotions are made. In all cases of merit, tenure is virtually for life, but the territorial department has absolute control; there are no local school boards. Most of the white people in the country send their children to private schools in Honolulu.

Both public and private schools have a summer vacation period of two months or more. Teachers utilize this interval in various ways; some come to Honolulu from the other islands; some visit the mainland or Japan; some attend the summer session held by the territorial department; some secure outside employment, as tutoring, working in the pineapple canneries, etc. In the private schools some of the teachers are on duty during the vacation. The summer school already mentioned is for the benefit of the lowest-ranking teachers, and not for the best teachers; it is entirely different in method and atmosphere from the mainland summer schools.

The salary scale in Hawaii, for the various lines of teaching, is about the same as that in many mainland communities. Living on a white person's scale, in either city or country, is more expensive than similar situations in continental United States. Under present war conditions, with all living expenses sharply rising in every direction, teachers' salaries in Hawaii, as throughout the country, are obviously inadequate. The rapid depreciation in the buying power of money, together with a

practically inflexible salary scale, means that teachers' salaries are rapidly dwindling. Instead of genuine increases, for service and merit, the bulk of the teachers in Hawaii are getting smaller and smaller salaries, with every passing month. This is, of course, a universal phenomenon at the present time, with all fixed incomes.

Teachers coming to the public schools pay all transportation expenses from the mainland to their schools. The private schools usually secure teachers under two-year contract, and pay transportation one way. Public school teachers are entitled to travel on the U. S. Army transports; this is very much cheaper than on commercial boats.

There is only one city in Hawaii,—Honolulu, —with a polyglot population of 70,000. Most of the larger public and private schools are situated in Honolulu, and the majority of teachers live in the city and its environs. The rural population is in the main clustered around the sugar plantations, on privately-owned plantation land, in little camps, barracks and villages. There is practically no free, land-owning class in Hawaii, corresponding to the American farmer. The problems of rural education are very different from those of continental United States.

Due to the fact that there are very few white people in the rural districts (and these are mostly plantation employees), it has been necessary for the territorial department of public instruction to furnish quarters for its rural teachers. A teachers' cottage is therefore to be found on practically every schoolground in rural Hawaii. These cottages are neat, attractive, well-furnished frame buildings. In the larger rural schools a number of women teachers occupy one cottage; in the smaller schools the cottage is not infrequently the residence of the man principal and his family.

The teaching program in the public school eight grades is similar to that in mainland schools, both in content and in administration. The school day is from nine a. m. to two p. m., with a thirty-minute lunch period and a fifteen-minute recess in the forenoon. Practically all of the Japanese children (and these comprise the majority of the public school population), attend their own private "language schools" for several hours before and after the public school session. Attendance in the latter is compulsory between the ages of six and fourteen. The language schools are mostly under the control of Buddhist missions, and are intensely Japanese. The influence of these

schools upon a population which the public schools are valiantly endeavoring to "Americanize", remains to be seen.

The teachers in the public schools are quite informally organized in island teachers' associations, which are under the supervision of the central territorial department. Annual meetings are held, usually around Thanksgiving time. These meetings are in the nature of one-day institutes, with addresses and demonstrations. Little business is transacted of the kind common in mainland teachers' associations. All teachers are by virtue of their position members of the associations; there are no dues, and no permanent committees. At present professional consciousness has not expressed itself in any professional organizations cognate to the educational clubs and associations of the mainland.

The official organ of the territorial department is the "Hawaii Educational Review", published monthly throughout the school year (ten numbers), under the direct supervision of the central department. The territorial superintendent is editor of the Review, which contains official notices and announcements, together with contributed articles concerning local school activities.

There is a small annual demand for teachers of special subjects both in public and private schools. This applies particularly to vocational work, domestic science, shop work, commercial subjects, agriculture, and vocal music. There are no special supervisors for art or drawing. The Honolulu schools have a special supervisor of music. On each island are supervisors of vocational work. These officers direct the work of the several schools. In the private schools there is great variation in the nature and amount of special work. Some of the larger schools, such as Punahou and Kamehameha, have well organized commercial, art, and vocational departments. The trend in Hawaii during recent years has been to augment and emphasize the vocational subjects.

The demand for high school teachers is increasing slowly. There are high schools on each of the larger islands, and numerous schools of high school rank in Honolulu. Some of the high school positions are taken by local people, but each year witnesses the importation of a score or more from the mainland. Many young men and women who come to Hawaii to teach in the public or private high schools retain their positions only for a year or so, and then go into other lines of work, or return to the mainland.

The only institution in Hawaii of collegiate rank is the College of Hawaii, which corresponds in rank and organization to the state colleges and universities of the mainland. It is the youngest of the "Land Grant" colleges, and derives most of its support from the Federal government, although not directly from the Land Grant Act. A number of other institutions in Honolulu call themselves "colleges",—Oahu College, St. Louis College, etc.,—but these are really private high schools, under religious control. The College of Hawaii has strong departments of engineering, tropical agriculture, sugar technology, and natural sciences. It was established in 1907, by act of the territorial legislature.

Honolulu possesses excellent library facilities. The Library of Hawaii (Carnegie) is supplemented by a number of high-grade technical libraries, such as those of the Bishop Museum, Sugar Planters' Experiment Station, Agricul-

tural Experiment Station, College of Hawaii, Hawaiian Historical Society, and Engineering Society. All the standard general and technical periodicals are on file in the several libraries.

Most of the teachers in the elementary schools are island-born; most of those in the higher and special schools are "mainlanders," who have come more or less recently from "the States". The Territorial Normal School, with 300-400 students (mostly girls), prepares teachers for the rural schools and elementary grades. Its program is excellent in its adaptation to meet local conditions.

On the whole, education in Hawaii is ably administered. The teaching profession is increasing in importance and value. There is great progress to be made, particularly in the lines of vocational and rural education, and in a comprehensive program looking toward genuine "Americanization."

IS VOCATIONAL GUIDANCE A MINIMUM ESSENTIAL?

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TEACHERS in the Bay Region and in Southern California who are interested in vocational guidance should earnestly voice their hopes that some provision for the study of occupational problems may be included in the reports of committees now formulating the minimum essentials for the elementary school program of studies. Vocational guidance is likely to be left out altogether—neglected by its supposed friends. A member of the reviewing committee in the Southern California group stated it as his opinion that the necessary occupational enlightenment should be given in connection with the "regular" studies of the present curriculum, the so-called and much-worshiped "statutory subjects." My suggestion that there should be a committee or two for the unknown subjects, which some of us think equally worthy of worship, was not warmly received. I then turned to likely committees—civics, and manners, manual training, and geography. I found them, however, too busy about many things to give heed. Though I have not yet seen the preliminary reports, I have small hope that anything adequate has been recommended.

Anyway, why teach occupational information through the medium of another subject? It can be taught that way, after a fashion, but so can any subject be taught incidentally—reading, arithmetic, spelling, geography. But who wants to recommend teaching important knowledge by indirection?

The main question is this: Is enlightenment on the problems of the occupational world important enough to be called essential? Is it true that there are inescapable life duties ahead of those who leave the elementary school, in the occupational world, duties which involve problems requiring both knowledge and guidance in preparation for their solution? Are there shoals, straits, harbors, mountain tops, fertile valleys, sign posts, and lines of travel in this world of occupations, topographical features as important to study as are the features of Canada, Mexico, and the United States? Are there human relationships to be adjusted, cooperations to learn, economic problems to learn, and are these of prime importance for the future of this country? Are there civic questions bound up in work, and is it worth while to exploit these questions in a school class organized for the purpose, showing through discussion and example that there is no civic righteousness without a righteous occupation, and stimulating the children to develop the criteria for judging occupations?

In short, is the "life-career class" organized for the sole purpose of studying the advantages and problems of the occupations commonly open to persons leaving school at whatever age, a study which can be called essential? Will it be possible for the claims of vocational guidance to have a hearing before the work of the committees is over and the final precipitation has taken place?

AN EDUCATIONAL RESEARCH SYNDICATE

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THE remarks about to be made are a first attempt to give body to a persistently recurrent dream, which obviously "will out" and apparently can be made to come true, if school men and women so desire.

The dream is not, as the name chosen for it might suggest, of a union of High Priests of Learning, seeking jointly revelations in a curtained Holy of Holies for the profane multitude waiting outside. The dream is of teachers, going "over the top" together, planfully, resolutely, against the Unknown in the province of education. It is of teachers, unitedly striving to dislodge from strategic positions mere opinions and guesses; to bring "perfected thinking" to bear on the trenches of tradition and custom; to forge rudders of fact for the airplanes of theory; to win a place in the sun of education as science for teaching as one of the Fine Arts; in a word, to make education safe for the young from generation to generation. Furthermore, there is here no question of conscription. The dream is of volunteers, able-minded, self-active, truth-seeking, loyal, who serve where they happen to be and there by their scientific spirit and method earn the right to hold and display educational opinions.

But let us pass from the region of the wishbone to that of the structural backbone. Here should be found, first and foremost, an organizer and director of state-wide and state-long investigation. It is with this in mind that the State University School of Education has asked for the appointment of a professor of Educational Research. Such a man, realizing his limitations, would at once seek to secure the active co-operation of whoever is competent and willing to join in mapping out the fields of study and locating the problems therein, big and little. He would naturally look for first aid to the universities and colleges of California, to her normal schools, and to the State Department of Education. By and by, and from time to time, if all went well, there would come to light, for all to see, a corpus of well-constructed, graded and classified research projects, accompanied now and then by laboratory directions, so to speak. At the same time, the call for volunteers would be abroad in the land, coupled with the request either to choose one of the objectives

indicated, or, preferably, to propose one "just as good". Then would ensue more or less correspondence between volunteers and director and he would be the hitherto "missing link" for the attackers of the same spots of darkness. His office would become the central agency for the gathering and disbursing of information bearing on the efforts of the syndicated researchers. It would be the receiving station for results and when necessary would function as an infirmary therefor. Through it university seminars would be supplied with nuts to crack that the tree of life, not scholasticism, has produced; whereupon an increasing number of young men and women would go forth from the university into the teaching profession with the determination to make their training count in the making of educational history. Finally ways and means would of course exist for rendering each worthwhile outcome of study generally accessible, for placing even the tiniest invention of classroom craftsmanship at the disposal of all who teach. Notes and queries, circulars, bulletins, theses, monographs, the teachers' journal, papers for institutes and conventions, all forms of publication would be resorted to for circulating new coinage bearing the image of Truth.

Is it clear that the research syndicate proposed would apply the principle of co-operative division of exploration to what, apart from a few scattered pioneer settlers, is as yet largely a no-man's-land? The university investigator is likely to see it from an observation balloon only. Committees of teachers discuss rather than study it and then usually resort to the method of trial and error, because the art of education must go on and cannot wait upon slow-footed science for guidance. Time was when acquisition of subject matter was deemed sufficient for teaching. The time came when knowledge of the child became another essential. The time is when school and society are seen to be an indissoluble unit, when education without a country spells national decay instead of progress, when education with a country implies and presupposes adequate insight into the concrete situations of the schools and societies that constitute the content of the concept school-and-society. Accordingly, study must begin where the data are,—at home. Wherever there is a community with

a school or a group of schools, there is the place for an educational research laboratory. There the foundations must be laid for valid generalizations; there theories, no matter whose, need to be examined with reference to their local fitness for work or maybe their revision in the light of new facts. A Ford auto, scientifically directed through the neighborhood, is worth more to the science of education than a thousand questionnaires, by which one blind man asks another his opinion about color. To leave this no-man's-land is of course not "verboten". Any co-worker who desires to fare into a far land to hear the lions of research roar and perhaps learn how himself is rather encouraged to do so, especially if he promises to return some time or other. Most investigators, experimenters, and inventors, however, may well agree with the young man who was asked, while expertly milking a cow, why he was not at the front. His reply was: "Because the milk is at the other end."

As already intimated, the orderly analysis and presentation of problems—with due regard to the fact that teachers, like St. Paul's Romans, have a diversity of gifts, "differing according to the grace that is given us"—await the coming of the director and his associated allies. Meanwhile, every one familiar with the modern meaning of education can roughly subdivide the field of work and indicate the nature of some of the studies to be undertaken, can do so even without first consulting his five-foot shelf of educational literature. For example:

1. Material and human resources, present and prospective, of a particular section or subsection of the State. The smallest unit might be the smallest common school district. Each single detachable element in the pupil's environment, physical or spiritual, offers itself as field or patch for scientific enquiry. In fact, is there anything that could be left out, from topography on to public opinion, its causes and cure? One of the urgent needs of the present is a multiform study of occupations, both with reference to vocational guidance and training and to group attitudes of mind and behavior tendencies.

2. Local educational history. Ideally, of course, this is dependent on the foregoing studies; but even mere annals, accurately constructed, would facilitate a rational answer to the question: What shall we do next? Moreover, no school that takes itself seriously can afford to neglect the record of the life and

works of its graduates. Sentimental reasons aside, none of the trails leading to institutional self-knowledge and thence to improved conduct can be safely ignored by a life-forming institution.

3. School organization, administration, and supervision. Here again there is ample scope for the exercise of the scientific spirit on local aspects of general problems. The transformation of an inherited school system into a modern organ of Democracy; the shaping of the junior high school and the junior college; the practical reconciliation of cultural and vocational ends and means; the omnipresent perplexities of retardation and elimination; the affiliation of other social agencies with the school; etc.—such matters need only be mentioned to suggest how much of our ignorance is preventable through study. A most timely undertaking in each county would be the search for feasible redistricting plans, the county unit idea being taken as the working hypothesis. Such a search could hardly fail to hasten the burial of dead men's bones.

4. Method and its foundations. With regard to work in other fields, some teachers may have a good reason to say: "Let George do it". Not so here. Every teacher can furnish at least data for a full confession or for an autobiography, covering, let us say, the apprenticeship period. Then, think of the pupil—studies that need to be made, the analyses of subject matter, with reference to inherent educational possibilities, the processes of learning and the modes of instruction, the conversion of knowing into being and doing, the experimental testing of text-books or of tentative conclusions, reached elsewhere, e. g. conclusions as to the relation between accuracy and speed, etc., etc.

5. School surveys. To acquire the power of seeing ourselves as others see us is indeed something to be prayed for. But when we are seen only from an airship, sailing rapidly over our landscape, the view thus obtained obviously has its scientific limitations, especially if the observer has never met us before on the ground. Full self-knowledge on the part of a community and its schools presupposes also impersonal local introspection, as it were. Wanted—a series of sympathetic but objective interpretations of the various concrete school and society situations by those who are in a position to get at all of the the significant facts and factors. The danger that some surveyors would jeopardize their life, liberty, and happiness unless they went elsewhere before publishing

results could probably be reduced to a minimum.

6. Tests and measurements of results. Education, because of its nature can never be an applied science, like engineering. And Heaven forbid that we teachers should ever say:

Put every tot
Into this slot,
And our machine,
By far the best,
For fat and lean
Will do the rest.

But, as the artist-teacher well knows, how superior definitive knowledge is to guessing, however picturesque, how much more enlightening the application of standards is, if such can be come by, than impressionistic "muddling along", in faith, hope, and most likely, self-deception! Obviously progress everywhere in these directions would not be the least of the purposes to be achieved by well-devised, coordinated effort. And, needless to add, the scope of tests and measurements must be wide enough to include more than intellectual capacity, knowledge and skills. Who, for instance, will construct just scales for weighing the citizenship output of the school, the results of its endeavor to Americanize the alien—and the native?

Turning now from these illustrations of the work to be done to the workers, one thinks first, inevitably so, of the university-trained men and women in the school service. Heeding the call to leadership would seem to be largely a matter of *noblesse oblige*. Granted that the advancement of learning is one of the cardinal functions of universities. Granted also that these, for reasons that need not be rehearsed here, have failed lamentably hitherto in inadequately equipping their students with the thought initiative and the methods required for sure-footed self-reliant problem-solving. Does this mean that high school teachers need not expect more of themselves than to be more or less skilful practitioners, that they are, by virtue of their status excused from advancing the science and art of education by productive self-activity? Does this mean that they cannot learn to do for themselves what universities have not done for them? Educational progress in a Democracy depends on an enlightened public opinion. But whence the enlightenment? From without or from within? From a divinely inspired state department or from ever-widening circles of co-operating students and thinkers, face to face, daily, with situations that

need not be met year after year with the same old makeshift expedients? Is it compatible with the professional self-respect of a citizen-teacher with a university education to offer pupils and the public only second-hand goods, when even a small investment of trained ability will yield some rare and genuine new stuff? Of course, in saying this one need not be thinking chiefly of additions to the common store of insights. The results of habitual first-hand study of some sort may be expressed in terms of personal expansion and power, of fitness for community leadership, and of vital professional effectiveness in the classroom. Very likely, a research syndicate of the kind proposed would afford protection against the bacilli that show a particular preference for teachers, those of formalism, pettiness, disloyalty, inertia, bigotry, biliousness. At any rate, it might be relied on as a specific in cases of sleeping sickness and creeping paralysis.

This motivation of research might very legitimately be supplemented and reenforced by several forms of recognition and rewards of merit. The state superintendent would doubtless be pleased to make "honorable mention" in his reports, perhaps would even include an "honors" list. In a number of cases evidence of praiseworthy effort would be taken into account when the question of turning a provisional certificate into a permanent one arises. Ordinarily, of course, the apprenticeship period has to be utilized otherwise. Then there are the various higher degrees, academic and professional. Of the higher professional degree recently created at the University of California, it has been said elsewhere that this degree "can serve no better purpose than that of inducing as many high school men and women as possible to attack problems for the solution of which the data within reach rather than books are needed." Furthermore, it is rational to hope that as the dream comes true arrangements can be made whereby university residence requirements can be largely dispensed with.

A negro preacher, after discoursing eloquently on the school as the "palladium of our liberties and the pandemonium of our civilization", closed his sermon with an ardent prayer for more power. "Brother Johnsing," said a fellow-preacher to him afterwards, "your sermon was edifying and so was the prayer. But don't you think you should have prayed first for more knowledge?" Do we agree?

A FABLE

O. L. BRAUER

Principal of the Orosi Union High School.

ONCE upon a time some people settled in a very fertile country. The delightful climate enabled some to raise grapes, some peaches, some olives, and oranges. Others, who had more of a liking for livestock, raised hogs, cattle or sheep.

This neighborhood, which was called Average Community, was prosperous in every sense of the word. The grape grower took in from \$100 to \$200 per acre from his raisins, which afforded even those with only 20 acres an income of \$2000 or more per year. Those having upwards of 100 acres, were, of course, receiving princely incomes. All rode in the finest of machines, and builded for themselves mansions of the most up to date architecture. The peach growers received seven cents for dried peaches, and fared as well as the grape men. Olives and oranges were giving even better returns than grapes and peaches. The stockmen too were reveling in luxury, for hogs sold at seven cents live weight and a steer would clear \$50.

For social reasons and convenience in many ways the people in Average Community began to group their houses together in what was called a town. Many needs developed on every hand; so much so that it seemed advisable to get together and employ certain persons to look after the various needs of the community. So the heads of the community were called together, and straightway they proceeded to select persons qualified to carry on the different needed activities. Mr. Levelhead was chosen chairman of the meeting.

The first position to be filled was president of the bank. Mr. Efficiency arose and in an appropriate speech pointed that what was needed was a man of good business ability. All appointment of helpers and other details could be left to him, and there would be little else to do with this task. Several questions came up in the discussion, but these were soon adjusted, and Mr. Grab-The-Coin was selected for the position. His term of office was to be for life, providing he didn't steal the funds of the bank. He could devote just as much or as little time to the work as he saw fit, and could engage in as many other business enterprises as he cared to. The salary was set at \$3,000 per year. His assistants would be paid whatever he thought proper.

Someone was needed to order and dispense groceries and drygoods. This position was filled next. Here it was agreed that about the only qualification necessary was fair business ability. His salary was placed at \$2,500, only there was a proviso that he devote most of his time to the work.

The next person chosen was someone to order and distribute automobiles, tires, and gasoline. In discussing the qualifications that this person must have, it was conceded that it didn't make any difference what his ability was, or his religion, or his education; just so he was not afraid of grease. They agreed to allow him \$1,000 yearly for his services.

The next position was agreed by all to be the most important. Everyone straightened up with breathless attention when the chairman called for nominations for high school teacher.

"We will need several high school teachers," said the chairman. "What will have to be their qualifications? Since a fountain cannot rise higher than its source, I should think a high school teacher should be required to have more than a high school education."

"Most emphatically so," shouted Mr. Intellectual. "We couldn't consider any person who has had less than a university education. I have been told the state law requires that a high school teacher must have had not less than five years of university training."

"That is exactly so," broke in Mr. Legal Longface. "My personal feeling is that we have to protect our children's future. A person holding such an important position as director of our children's lives must be carefully chosen. Such work cannot be left to novices either. I move that we limit our choice to capable educators with at least two years' experience." The motion was carried unanimously.

Three speakers were now on their feet clamoring for recognition. Mr. Religious got the floor.

"I feel sure that we should examine closely the religious attitude of these prospective teachers. We need teachers in our Sunday school. I think that the high school teachers should not only teach in the Sunday school but they should also be regular at choir practice and church. You know no teaching is as valuable as teaching by example. I guess

it is understood by all that we could not think of a man who dared take a drink or smoke."

Seeing that Mr. Community-Worker could hardly contain himself longer, Mr. Religious yielded him the floor.

"Mr. Religious is quite right in thinking the high school teacher should not confine his influence to the school room. We need men to teach our Y. M. C. A. classes, and to take the boys on hikes. Gentlemen, I tell you nothing is too good for our boys. We would expect also to have our teachers active workers with the Chamber of Commerce and Improvement Club."

Mr. Chip-On-The-Shoulder got audience next, before the previous speaker had sat down.

"There is one essential thing, it seems to me, that is being overlooked; that is, the disposition of the new teacher. We must have a tactful person. I am not going to have my children bossed around like coolies. My children, at least, have got to be treated like ladies and gentlemen."

"Mr. Chip-On-The-Shoulder is on the right track," interrupted Mr. Thick-Head. "A teacher has got to be patient too. I would fire in a minute any teacher who should insinuate that my boy, Block-Head, and my girl, Densie, are poorer students than other children."

The next person recognized was Mr. No-Control-at-Home.

"The important point, to my notion, is perfect discipline in the classes. A teacher of any worth, whatever, should be able to control all noise and whispering without antagonizing the pupils. Whenever I find a teacher threatening or punishing my children, I know at once that he isn't on to his job."

"One thing more must be settled," drawled out Mr. Legal-Longface, "Before we employ these teachers; that is, the term of office. It would never do to tie our hands in such a way that we might have to keep a poor teacher, so I move that we employ for one year only." Again the motion carried.

Mr. Levelhead, the chairman, seemed to have something on his mind, and arose to speak. "Gentlemen," he said, "You have certainly outlined a model teacher. I rather fear such will be both hard to find and expensive. Let's see, a man who has had five years university education, two years of professional experience, teacher in a Sunday school, church attendant and member of the choir, Y. M. C. A. class leader, active in the chamber of commerce and improvement club, a tactful, patient,

disciplinarian should be worth about \$20,000 per year."

"OU-ou-o-o-oo". The entire assemblage fell in a dead faint. However, vigorous fanning on the part of Mr. Levelhead soon revived them, but he was now unable to keep any semblance of order; all were shouting at once. Only now and then could any distinct words be caught.

"Outrageous," "Preposterous," "Impossible."

"It would raise taxes; mine are high enough already."

"Whoever thought of paying a teacher such a salary?"

"Why the teacher's wife could then dress as well as mine! My wife wouldn't think of having a teacher's wife in our social set."

"The idea of paying a teacher more than a banker, a merchant, or a garage man?"

"We cannot hire a man and pay him more than some of us get."

When silence could again be restored, they agreed to pay the high school teachers from \$1200 to \$1400 per year according to their previous experience. After embodying the qualifications in a motion, the selection was left to a committee.

In taking up the need for grammar school teachers, it turned out that the only essential difference in qualifications was that only three years training above the high school was required. There was a material decrease in salary, however. The grammar school teachers were paid only \$630 to \$900 per year.

In time the world became involved in war. The cost of living immediately doubled. The prices of many articles more than doubled, especially the necessities such as sugar, flour, meat, and eggs. However, the inhabitants of Average Community, generally, fared better than before, for raisins and peaches had also doubled in price, while oranges and olives increased still more. Hogs now sold for 18c per pound and fat steers brought nearly \$100. Money came flowing in far beyond their former dreams, so that they hardly knew what to do with it.

It soon became evident that in view of the increased cost of living, it would be necessary to increase the salaries of the banker, the grocer, the garageman, and in fact all salaried men, and wage earners. The community was called together to make the adjustments. Nobody seemed to have much of a plan for increasing salaries. Necessity seemed to press harder in some cases than in others, so the

former got what was perhaps a disproportionate increase. The grape pickers, packers, and farm laborers had their wages increased three-fold. The vote on this was unanimous, although it came with much hesitancy and regret. The speech of Mr. Common-Sense prevailed, for his logic could not be gainsaid.

"Gentlemen," he said, "The war has made labor scarce. If we do not pay the wage offered laborers in other places, they will simply leave us. Then what would become of our crops?"

Discussion lasted considerable time as to how much to raise the banker, grocer, and garageman. No one could give any particular reason for the final schedule, but they increased the banker and garageman's salaries by one half, and the grocer's by three-fourths.

The business seemed to be about over and a motion to adjourn in order, when Mr. Level-Head happened to remember that the teachers had been forgotten.

Mr. Restless was anxious to go. "This is easily settled," he said. "It seems to me the situation of the teacher is similar to that of the banker. I move that the teachers' salaries be increased by one half." Several were on their feet at once, even though the motion had not been seconded, Mr. Statistics got the recognition, and burst out with considerable animation. "The previous speaker doesn't realize what he is trying to saddle upon us. Do you know that such a scheme would cost the community twenty thousands dollars per year?"

Groans and gasps were heard on every side. Mr. Tight-Wad now clamored so loudly for recognition that he was given a hearing.

"We cannot think of such a foolish suggestion. My taxes are high enough now. Taxes keep on increasing year by year. You all know the tax rate has doubled in the last ten years. I believe that in these war times, especially, we should be economical. I move that a committee be appointed to consider the question of raise of teachers salaries. This motion was carried, and Mr. Tight-Wad was made chairman.

While the committee was deliberating in an adjoining room, little bits of the conversation that could be picked up showed that sentiment was practically unanimous that the teachers needed more pay.

"Yes, the cost of living has more than doubled since the war. Look at butter, eggs, and bacon. Just think, eggs are sixty-five cents per dozen, and butter sixty-seven cents per pound.

"We all get at least twice as much for our produce as we used to; it is no more than right that the teachers should be paid more.

"Our teachers, especially, deserve the best of treatment, for they do exceptionally fine work."

"I believe in giving everybody a square deal."

The committee soon reported, and the report was unanimously adopted. Each teacher's salary was raised fifty dollars per year.

STATE OF CALIFORNIA CIVIC EDUCATION BULLETIN NO. 1

WILLIAM JOHN COOPER

Director.

Introduction by Commissioner McNaught.

AT A meeting of the State Board of Education held in Sacramento in 1918, Professor E. D. Adams of Leland Stanford Jr. University, representing the National Security League, offered on behalf of the League to pay the travelling expenses of a patriotic instructor to be detailed on special leave by some institution to help the teachers of the State in formulating a satisfactory course in Citizenship. The money has been deposited in a bank and by special arrangement can be drawn upon for the expenses incidental to the publication of this bulletin. Until the Legislature has a chance to act upon the matter of Civic Education, William John Cooper, Su-

perintendent of the Piedmont Schools, will serve as acting director of Civic Education without salary.

While the slogan of the National Security League has been "preparedness," and while the League has worked for an adequate system of national military defense, it also realizes that preparedness for the problem of peace is an important part of our school work and does not seek to control what material these bulletins should contain. Being interested primarily in alert, intelligent, red-blooded Americanism, the League delegates entirely to educators the working out of the means by which this result can best be accomplished.

Bulletin No. 1.

Education for Citizenship.

All education should be for citizenship. Industrial competency, social efficiency, and righteous political activity are all embraced in "good citizenship." What has been ordinarily understood by education for citizenship is a narrow instruction of a sort that is intended to lead the citizen (when he has reached proper age) to vote right (?) and stand for clean government. And so without any very exact definition of our end, we have tried to pound into children a certain number of the facts of political science trusting that if they knew how a law is made they would always vote for the best man for lawmaker. This theory has had its day. Our difficulty today is finding "just the right textbook" is evidence of our general dissatisfaction with our "civics" course as it has been.

"The educative process is a continuous process of growth having as its aim at every stage an added capacity for growth," says Dr. John Dewey (*Democracy and Education*, p. 63), and calls attention to our too prevalent attitude of not regarding children "as social members in full and regular standing. They are looked upon as candidates; they are placed on the waiting list." The Great War has revealed this weakness and partly developed the remedy. Our urgent need for children's help in saving food, in saving money (thrift stamps), in helping relief (Red Cross activities), in helping collect war necessities (peach pits, etc.) has led us to take children into their rightful place as partners in our social activity. "Children proverbially live in the present. . . . The future just as future, lacks urgency and body," Dewey reminds us. How can we make these War lessons permanent in our Civics? That problem will tax the ingenuity of all of us and every teacher is asked to write to the Director of Civic Education, brief accounts of experiments that have been found worth while in his or her own experience. The combined efforts of all of us are none too much to bring to bear on this problem. These bulletins therefore, will be largely in the form of suggestions—guides for those now too overburdened to experiment on their own account, and perhaps sources of suggestion leading to experiments by those more fortunately situated.

No text book will suffice for this work. No book can ever suffice for civic education in a democracy. In an autocracy the subject

must know the rules imposed; the list of things "verboden" is an essential part of his knowledge if he is to keep out of trouble; but "democracy is more than a form of government; it is primarily a mode of associated living of conjoint communicated experience." We learn to live together by living and working together and we begin in infancy rather than at our twenty-first birthday.

War Activities Point Way for Further Experiment.

At the outset then, may we not take our cue from those war activities which have proven their worth. Farseeing business men for some years have been calling our attention to the fact that we were an extravagant nation and urging the teaching of thrift. But it took the Great War to introduce into our schools the thrift stamp. In some form or other this should be made permanent. Philanthropists from time to time have reminded us of how much better the Japanese supported their Red Cross than we have supported the American Red Cross. While we may hope that war demands upon the Red Cross Society will never be so heavy in future as they have been in the past four years, we must not forget that the problems of reconstruction in Europe will require the services of this or some similar organization for many years and there seems to be no good reason why the American Red Cross should not be so well supported that there may always be ready for immediate call complete equipment to meet such emergencies as the San Francisco earthquake, the Baltimore fire, the Galveston flood, a Minnesota forest fire, a mine disaster, or a serious epidemic of disease. In view of the needs of stricken Europe and the demand which must soon come for funds, the Red Cross Society should be made a topic of study in all the seventh and eighth grades and Red Cross activities should continue throughout the year.

Available Reference Material.

1. See Reader's Guide to Periodical Literature (in city Library).
2. The Red Cross Magazine.
3. Studebaker "Our Country's Call to Service" (publisher, Scott, Foresman & Company, 1918—sixteen cents).
4. Bailey, Carolyn S. What to do for Uncle Sam (Publisher, Flanagan).
5. Various Red Cross Publications.

Suggested Topics for Study, Report, and Discussion in Class.

1. The story of the origin of the Red Cross Society.
2. Some of the pioneers such as Florence Nightingale, Dorothea Dix, Henri Dunant, Clara Barton, and others (see encyclopedias).
3. The Red Cross Christmas seal and use of funds from its sale.
4. The work of the Red Cross in the San Francisco disaster. Also other emergencies.
5. The work of the Red Cross in Belgium; in France (with children).
6. The work of the Red Cross in connection with the wounded soldiers.
7. The origin and organization of the Junior Red Cross.
8. The possibilities for service in a Junior Red Cross, (consult nearest director for suggestions).

Civic Activities.

A research professor in a university will appeal primarily to the intellect; the old style evangelist on the other hand will appeal primarily to the emotions; the successful leader of people accompanies an emotional call for

right action with facts that will convince. What he is after primarily is action and action along the right lines. Our civic education must *not* be a mere narration of facts. The work of the Red Cross heroes and heroines, and the pioneers in the Red Cross movement should be made *living* examples worthy of our imitation and every child must feel the necessity of some action on *his own part*. It is in this connection that the activities found most useful in connection with the War should be continued. (1) Every child should be encouraged to become a member of the Junior Red Cross; (2) Every child, regardless of the financial standing of his parents, should be encouraged to earn the membership fee. (An effort should be made to impress on every parent that the child should *earn* the money by rendering service); (3) Children who have no opportunity to earn it by service at home should be provided with suggestions in the way of collecting materials which would otherwise go to waste such as old copper and other metals, rubber, newspapers, and so forth. In this way valuable lessons in conservation may be taught.

For further suggestions on activities see Dean, A. D. *Our Schools in War Time and After*. (Ginn.) Esp. Chap. VIII.

ADEQUATE SUPPORT FOR ELEMENTARY SCHOOLS**MARK KEPPEL**

MY article in December NEWS shows that our state school system has degenerated to a district system under which enormous and outrageous discriminations operate against many children of the elementary schools. A remedy was suggested but not set forth extensively. The proposal is that state and county shall provide and apportion money to school districts on the following basis:

For 25 or less average daily attendance, \$1500;
 For 26 to 50 average daily attendance, 3000;
 For 51 to 75 average daily attendance, 4500;
 For 76 to 100 average daily attendance, 6000;
 For 101 to 130 average daily attendance, 7500;
 For each additional group of 1 to 30 units of average daily attendance, \$1500, and for each group of 220 units of average daily attendance, \$1500 to provide for adequate supervision.

If the foregoing bases for determining statutory teachers had prevailed last year, Los Angeles County would be allowed 3155 instead of 2584.53 statutory teachers for the year ending June 30, 1918, for raising and distributing money for the school year 1918-19.

The state and the county would be required to furnish \$4,732,500 instead of what they will furnish, about \$1,300,000 from the state and \$1,340,000 from the county, or \$2,640,000. This increase of \$2,092,800 is offset largely by the decrease in district taxation. That decrease in Los Angeles County would be fully \$1,600,000, making the net increase from state and county less than \$500,000.

Constant complaint about the condition of rural schools has been due but it has not been intelligent complaining, because those who have complained have not recognized the real trouble with rural schools, namely, poverty.

Some may cry out that \$1500 is too much for a rural school to have, or that it is unattainable. Let us not be fearful or unbelieving. Let us be strong and of good courage. The rural schools are entitled to justice. They will get it if those who lead have proper vision. School leaders should be the last to discuss taking less than actual needs.

Fifteen hundred dollars, \$1200 of it for the

salary of the teacher, would transform 1800 schools in a year. Certainly some school boards might not have proper vision, but those will give way quickly to boards of broader mind.

Fifteen hundred dollars means life, growth, vitality, success, where now there are the exact opposites of those qualities. This proposal is that the State shall fix an income of \$1500 as the minimum for any school having less than 26 average daily attendance.

Certainly the State must prescribe standards for its schools commensurate with the increased income. It will be easy to fix and enforce high standards when money is available.

It is proposed also to compel the attendance of all children between eight and sixteen years of age; and to pay transportation costs from the

general fund for those pupils who reside more than one and one-half miles from the school house.

Here again there may be need for re-adjustment but the basic justice of furnishing at least a common school education to every child cannot be denied.

The large, poor and sparsely settled district cannot furnish transportation but the state and county can do so easily.

This plan ought to stimulate consolidation of schools and it will do so, because it solves the transportation problem.

The advantages of the plan apply to all schools. It does not penalize or harm any school.

Will the friends of elementary education rally, fight and win?

MEETING OF THE ASSOCIATION OF AMERICAN UNIVERSITIES REPORT BY DR. E. W. HAUCK

A MOST interesting account of the 20th annual conference of the Association of American Universities, recently held at Harvard University, is sent to us by Dr. E. W. Hauck, Principal of the Fullerton Union High School. Dr. Hauck who has been in service in the field artillery following his discharge, has been visiting schools throughout the East. He says of the conference above mentioned:

"The topic discussed this morning was the organization and internationalship of universities and colleges. There is a general expectation that English and American Universities will be more closely associated hereafter. Dr. Shipley, Vice-Chancellor of the University of Cambridge, said he had traveled 5,000 or 50,000 miles, visited 50 or 60 universities, interviewed 5,000 or 6,000 university professors, and come to the conclusion that everyone in this country was connected in some way with the university faculty. One of the problems he finds in the relations between American and English Universities and Colleges is that of the adjustment between our 572 degree granting institutions and Great Britain's 16.

"All the speakers seem to agree that the calling of exchange of the senior professors would take care of itself. Provision must be made to send junior professors and instructors through definite organization. The principal interest was in making it possible to allow University students to go abroad to study. Most of the men agreed that they should not go for their under-graduate work. Dean Woodbridge of Columbia University, said that only graduate students 'with intellectual maturity and independence, sufficient to understand the

purposes of exchange' should be sent. Dean Kinley of the University of Illinois said that men should be sent during the junior year till the end of the term. He believes that we shall get 'atmosphere' rather than knowledge, from the exchange. He pointed out the failure of our 'intellectuals' in giving us a true interpretation of Germany before the war. It was President Hadley of Yale University, who was most emphatic that exchange concerned our students primarily, and professors secondarily. He said that visiting professors should, if possible, go to many foreign universities so that they would be able to advise and direct the sending of students abroad.

"Professor John Joly, University of Dublin, proposed the formation of an Anglo-American Universities Association. The functions of the Association were to include the gathering, editing and distributing of information, concerning universities and courses and the facilitation of the migration of students and junior instruction.

"The question of finance received attention. The general conclusion was that the university calling a professor should furnish the money and the university sending the student, should pay his way. Memorial endowments were favored, as a means of raising the necessary funds.

"On the whole I believe English and American Educational institutions have been brought closer together by the war. Much is still to be done before we shall so understand each other. Dean Salisbury of Chicago University urges immediate action. I believe he is right."

RENEW YOUR MEMBERSHIP IN THE C. T. A.
BE A CONSTANT READER OF THE SIERRA EDUCATIONAL NEWS

EDUCATIONAL LITERATURE

THE SCHOOLS OF THE PEOPLE

With the imprint of the National War Work Council (Western Department) of the Y. M. C. A., has been published an appeal by Geo. F. James to the soldiers in American camps and in foreign fields, for an understanding interest in any schools as the "prime interest of society". The little monograph in a lucid and convincing way, under four theses, argues the need of more and better education, and adds the following conclusions:

1. Every child in this democracy shall have all the school he wants, free of cash.
2. Every child must have the six years of elementary schooling.
3. Every child that leaves school at the age of fifteen years should have had three years of vocational training.
4. Every boy or girl who begins wage earning before eighteen years of age must attend school part-time up to that age.

Copies of this monograph may be had at Department Headquarters, 507 First National Bank Building, San Francisco, California.

An instructive circular has been sent out to the several states by the secretary of the N. E. A. concerning U. S. Senate Bill 4987. This is the bill introduced by Senator Hoke Smith, providing for a Cabinet Department, and an appropriation of \$100,000,000 for various educational purposes. In a series of brief paragraphs are given the reasons for supporting the bill and the meaning for each state of the several provisions. Upon the plan, if adopted, California would receive \$17,622.97 in the effort to eliminate illiteracy; \$325,469.76 for Americanization work in the State; \$1,391,729.82 to equalize educational opportunities; \$517,116.91 for the promotion of physical and health education and recreation; and \$417,484.30 toward co-operation in preparing teachers for the schools, and for rural schools particularly. As the State is to share with the Federal government in providing the money, dollar for dollar, the additional revenue for educational purposes in California would be \$2,669,423.76.

DEMOCRACY'S DUTY TO EDUCATION

Under this caption "School Life" the semi-monthly official organ of the United States Bureau of Education, quotes the paragraph from the recent Board of Education's report and the reorganization of the California school system, covering the proposed constitutional mandate as follows:

"The education of all members of a free commonwealth being essential to the safety, progress, and general welfare thereof, the legislature of California shall ever encourage efforts calculated to encourage physical vigor, mental power, the appreciation and cultivation of art, standards and habits of right conduct, economic fitness and skill and loyal and efficient citizenship in gen-

eral; and shall provide as adequately as may be possible for one unified system of state education, the same to be so organized and administered as to secure not only continuity of educational opportunities through all the gradations of learning, training and research, but also the necessary variety and the adequate distribution of such opportunity".

All teachers and intending teachers might study with profit the implications of this paragraph; making comparison with sec. 1, article 9 of our present constitution, and with similar constitutional provisions for education in other states. The entire report from which this paragraph is an extract appeared in the Educational News for October.

Retail Selling. Bulletin 23. Federal Board for Vocational Education. Washington, D. C. discusses retail selling courses in the public schools; wages, opportunities and promotion; outlines of prepared high school courses; part-time continuation schooling, evening classes, corporation training groups, and the training of teachers for such instruction. Schools interested in commercial education will find this not less helpful than many more elaborate treatises.

In the *Catholic Educational Review* for November may be found a thoughtful article on "Primary Methods" that can be read with profit by public school teachers in the early grades. The emphasis there put upon properly organizing the material to be used to arouse and utilize the child's interest, is suggestive. The aim to achieve connectedness of experience is sound. That the school should probably select material of another content does not invalidate the principle involved. It is a wholesome discussion by a teacher in his own right. Thomas Edward Shields.

Dr. Henry Van Dyke, in the September Bookman gives, with running comment, an extended list of the men of letters identified with American diplomacy, during a century and a half. A fairly comprehensive history of American and international life might be gathered from the lines of these great publicists and statesmen,—who were also poets, essayists, historians, and idealists. The inventory may well form the text for interesting and needed lessons on citizenship and patriotism. To the general public, most of these men are better known, perhaps as writers than as public political servants. That they were not less men of affairs than literary expounders of American ideals, is apparent in their biographies.

The Gary Schools. By Abraham Flexner and Frank Bachman. General Education Board. Pages 265. Price, 25c.

This is a first part only of a report on the work of the Gary Indiana Schools. The entire report is to consist of eight sections with the co-operation of nine authors. The sub-title

of the present volume describes the present issue as a "general account". The subjects of the others are Organization and Administration by Strayer and Bachman (15c); Costs by Bachman and Bowman (25c); Industrial Work by Chas. R. Richards (25c); Household Arts by Eva W. White (10c); Physical Training and Play by Lee F. Hanmer (10c); Science Teaching by Otis W. Caldwell (10c); and Measurement of Classroom Products by Stuart S. Curtis (30c).

These studies were undertaken by the General Education Board at the request of the Board of Education and the City Superintendent of Gary. The series constitutes an exhaustive and discriminating study and the best "survey" of any city system yet made unless it be that of Cleveland. Gary has been much in public thought; and for years the most praised and the most criticised school system in the country. The educational work of the town began in September 1906, with one teacher. There are now in the schools approximately 6,000 pupils, 150 teachers, beside a staff of deputy superintendents, supervisors and medical inspectors and an annual expenditure of more than \$200,000. Its expanded curriculum, a corresponding equipment and extension of school hours and the character of the population make the school experiment in Gary unique. The survey as far as published bears evidence of the impartial estimate and intimate knowledge of its strength and weaknesses and a happy judgment of its merits. Here is an opportunity for teachers generally to know the truth about this much discussed school system. "Any report will be sent post-paid on receipt of the price" by General Education Board, 61 Broadway, New York.

Rural Education and the Consolidated School. By Julius Bernhard Arp. World Book Co. Pages 207.

This company is doing the profession an eminent service in the projection and issuance of important books in sets that, when finally completed, promise to be a teachers' library in themselves; the School Efficiency Series (13 volumes); Educational survey series, the Play School Series; and The School Efficiency Monographs of which the present book is one. The company has well earned and amply justifies its motto: "The House of Applied Knowledge". "Rural Education" is distinctly a book of applied knowledge. It is estimated that ninety per cent of the rural schools are of the traditional and undeveloped type; but that at least eighty per cent of them might be "reconstructed to meet the new demands; and that all but twenty per cent of the one-room schools can be merged into high-class, graded, consolidated schools. Indeed "Faith in the idea and efficacy of consolidation is pre-eminently the message of this little volume". It is a rich compendium of information upon the intellectual and cultural conditions of the rural population; the school limitations, in support, in teaching, in expert control, in the subject matter of instruction, in high school privileges; the possibilities and probabilities of such community life, and actual experiences and achievements in school consolidation in 36 of the 48 states.

American Social Problems. By Henry Reed Burch and D. Howard Patterson. The Macmillan Company. Pages 371. Price \$1.20.

This book is a recognition of the increasing importance of a knowledge of the social sciences, if there is to result a condition of civic health. In the words of the author's preface: "The book has grown out of the attempt to socialize one phase of secondary education and to bring it into harmony with the present day demands". It is an attempt at formulating an elementary course in the study of society and deals with the growth and development of social institutions. There are chapters on social aspects of American life,—the family, the State, population, the problem of the city, industry, education, poverty, charity and crime, etc. It seems to be admirably fitted for High School use as affording material for a fascinating story of life through a study of our outstanding social problems. Each chapter is introduced by a brief outline, and ends with practical problems and bibliography,—both of which are something more than a supplement to pad the text. For many students it will be found to be a book to be read, rather than merely to be recited upon.

Stories from a Mouse Hole. By Ruth O. Dyer. Little, Brown & Co. Pages 144. Price 55c.

Such a book as this almost makes one regret that he has outgrown his childhood. To have read the story is to have made "Snappy" and "Sniffy" and "Velvet paw" almost as familiar to the little readers as Tom Sawyer and Huck Finn to lovers of Mark Twain. The language is easy without being silly, and the illustrations are both educative and artistic. To an adult reader, even, the Mouse Hole takes on a very real character. Primary teachers and mothers of young children will find these stories both diverting and stimulating.

The Silver-Burdett Arithmetic. Books I, II and III. By George Morris Phillips and Robert F. Anderson. Price, 44c, 48c, 60c.

If one must spend six to eight years in the study of elementary arithmetic, it would be difficult to find a series better graded, more sensible in the elimination of useless material, or richer in vital problems than this set of three books. Indeed, for nine out of every ten youth of both sexes, the first two books are quite adequate for all ordinary calculations. In book III the introduction of the equation, literal quantities and the elements of descriptive geometry is in harmony with a modern tendency, and the subject matter well proportioned.

Uncle Sam and His Children. By Judson Wade Show. A. S. Barnes. Pages 356.

This is not a recent book, (first published 1905), but re-issued and quite as worth while today as when it was fresh from the press; even more timely indeed, now that civic training for young and old, American Youth and thousands of aliens, is being emphasized anew. It is not so much a book of patriotism as of intelligent citizenship. It is a simple, very direct study of civics, American ideals of profitable living, just a sprinkling of our history—Uncle Sam's Childhood, his growth, his treasures in mine and forest and skill and manhood; our

literature and wealth, our population and their ailments and perils; and the ways to health and prosperity and happiness. It is a useful book for all older boys and girls.

I Am An American. By Sara Cone Bryant. Houghton Mifflin Co. Pages 159. Price 60c.

First Steps in Americanization. By John J. Mahoney and Charles M. Herlihy. Houghton Mifflin Co. Pages 132. Price 75c.

The Spartan Twins. By Lucy Fitch Perkins. Houghton Mifflin Co. Pages 161. Price 64c. These are three small books, brought together, not only because they come from the same press, but chiefly because they all look to a safer citizenship. In the last one named, the lessons are drawn from ancient Greece by one of the most charming story tellers of the age. "I am an American", by another famous writer of children's stories, the subjects taken from our own country, is fitted for the upper primary grades; while the First Steps in Americanization is primarily a manual for teachers, and all who are interested in the first steps in teaching the undomesticated alien in our midst. But diverse as they are in subject matter, and method of treatment, they are all written from the keen prevision of a fine civic sense. During the year or two just past, there has been a flood of literature, both elementary and critical, whose common purpose has been to make clear the ideals of American citizenship, its requirements for children, American adults, and newly-arrived immigrants. The three here noted are particularly sensible and attractive. "The Spartan Twins" is destined to be a classic.

Modern Americans. By Chester M. Sanford and Grace A. Owen. Laurel Book Co. Pages 203. Price 80c.

This is a volume of American biographies, 25 in all, including six women. The authors are both teachers of expression in the Illinois State Normal University, and the book is described by its sub-title as a "Biographical Reader for the Upper Grades". Science, invention, war literature, social service, philanthropy, business, manufacturing, nature interest, and sea-faring are all represented. The stories of Luther Burbank, Goethals, Seton-Thompson, for the boys; and Clara Barton, Jane Addams, and Helen Keller for the girls, are admirable. But among the 25 life stories, it seems gratuitous to single out any. It is more than a supplementary reader. It is a kaleidoscopic picture of our American varied life.

The True Citizen,—How to become one. By W. F. Markwick, of the Ansonia Board of Education; and W. A. Smith, Superintendent of the Ansonia City Schools. American Book Co. Pages 259. Price 48c.

In any study of citizenship, and particularly in relation to thrift, this little book has a distinct place. It is one of the eclectic readings series, and brings out clearly the value of industry, honesty, determination, courtesy, self-control, and other indispensable qualities in their relation to the making of a true citizen. There are four parts,—the child, the youth, the man, the citizen; each part cut into chapters appropriate to the age and experience, of

the individuals involved. As offering concrete illustrations and driving home the arguments made in each chapter, there is included what may be called a story biography, taken from the life of some man or woman who has achieved real success. Such lives as Alfred Tennyson, Abraham Lincoln, David Livingston, Cyrus W. Field, Stephen Gerard, Thomas A. Edison, and other great characters, too numerous to receive mention. At the beginning of each chapter there is included a selected list of memory gems, taken from noteworthy writings. Altogether, the book is distinctly worth while.

The War and America. By Roscoe Lewis Ashley. The Macmillan Company. Pages 99. Price 60c.

This little book of ten short chapters is an outgrowth, in part an expansion, of certain lessons furnished by Mr. Ashley, and published by the State Board of Education, for use in the higher classes of the public schools. It comprises three sections; Our Part in the War; Finance. Food and Clothing; and Reorganization. Unfortunately because of events since it came from the press, some parts of the discussion are less appropriate than a year ago. The first 50 pages are as pertinent today as ever; and must remain so, until later war histories have given the world official documents. The work of the author has been well done and the book would seem to be thoroughly usable.

Father Thrift and His Animal Friends. By Joseph C. Sindelar. The Beckley-Cardy Company. Pages 128. Price 50c.

This little volume is by the author of the Nixie Bunny Books, and is of the Aesop Animal Fable type. Here are intimate stories of the owl, the bear, beavers, woodpeckers, the fox, squirrel, cottontail, robbin, crow, blackbird,—all with a thread of "Thrift" running through the twenty chapters or lessons, and suited to the youngest readers. The illustrations by Helen Geraldine Hodge are works of art in composition and color that will please the little folks. It must prove to be a fascinating supplementary reader for the early primary grades.

Our Country's Call to Service. By J. W. Studebaker, Scott Foresman and Company. Pages 220. Price 16c.

This is a manual of patriotic activities through the schools. In the words of an introduction, the keynote of the book is "a recognition of one's personal obligation to his country which ends in action". It is intended to reach parents as well as pupils and teachers, what service means, the world war and democracy, the American Red Cross, and the Junior Red Cross, conservation and thrift, are all given comprehensive treatment through description, story and illustration, till one wonders that so much information, biography and description could have been crowded into so small compass. There is here a fund of material for lessons, entertainments, public days, collateral readings, etc., for nearly all the elementary classes, certainly for all the grades above the third.

The book may be had in quantities at \$12.50 per hundred copies.

After the War—What? By James H. Baker.

The Stratford Company. Pages 177. \$1.00. To all school men Dr. Baker is well known as active in our national councils, as wise educational executive, a student of American civic and international problems and as an author. This little book from his pen is in his best English style. Human ideals, the meaning of democracy, the political and economic meanings of socialism, efficiency as a national trait, and education and constructive work after the war, receive comprehensive treatment. Teachers of United States History, will find the book an admirable supplement to any text dealing with the period of the war and after.

Newspaper Writing in High Schools. By L. N.

Flint. Lloyd Adams Noble. Pages 70. 75c. This little pamphlet is evidently a product of experience of the author as teacher, now in the University of Kansas. After a general but, on the whole, a conservative and sensible discussion of the preparation of the teacher for such instruction, the equipment, and the value of such subject matter for English mastery, and for vocation; nearly half the book is given to a suggested high school course, covering 36 weeks. The exercises include a critical study of newspapers, newspaper writings, class reports, a high school paper, and criticism of all production by the class or by individuals or both. There is included a suggestive bibliography which all teachers of English writing may use to advantage.

From Isolation to Leadership. By John Holladay

Latane. Doubleday, Page & Company. Pages 208. Price \$1.00.

It carries a sub-title: "A review of American Foreign Policy". It came from the press, Oct. 25. The entire ten chapters are organized about the two political principles, the American "Policy of Isolation" and its conqueror, the "Monroe Doctrine". The meanings of the two for America in international relations are given a remarkably clear exposition. The discussion of "Entangling Alliances", the European balance of power" and England's attitude toward the "Monroe Doctrine" is throughout easily within the comprehension of any mature student of United States history. Of Great Britain, the author, apropos of recent frictions with Germany, says: "Americans should not forget the fact that at any time during the last twenty years Great Britain could have settled all her outstanding difficulties with Germany by agreeing to sacrifice the Monroe Doctrine and give her rival a free hand in South America". Regarding Secretary Hay's almost fruitless negotiations for the open door in China, extracts are given from a letter to Henry Adams late in 1900, that are significant in recent events: "What a business this has been in China!" he says. "So far we have got on by being naïf. At least we are spared the infamy of an alliance with Germany. I would rather, I think, be the dupe of China, than the chum of the Kaiser." And he quotes von Bulow as saying in substance "we have demanded of China everything we can think of. If we think of anything else we will demand that, and be d---d to you". The chapter on "Anglo American Relations" is one which every student of United States should read. The mat-

ter of the Webster-Ashburton treaty, the Fifty-Four-Forty-or-Fight controversy over the northern boundary, the Clayton-Bulwer treaty, English sympathy for the Confederacy, the controversy of the Venezuelan boundary, the Isthmian Canal diplomatic dispute, the Alaskan boundary, were all of the nature to arouse and breed antagonisms, but never sufficient to break the hundred years of peace between the two nations; a fact which led Lord Bryce to say "The moral of the story of Anglo-American relations is that peace can always be kept, whatever be the grounds of controversy, between peoples that wish to keep it."

The little book presents an admirable statement of its story "From Isolation to Leadership."

Home Hygiene and Care of the Sick. By Jane

A. Delano, revised by Anne Hervey Strong. P. Blakiston's Sons Co. Pages 330. 60c; \$1.00.

This is the official American Red Cross Text-book, adopted for use in the high school as well as the home. It covers causes and prevention of sicknesses, health, the care of infants and the sick, invalid comforts, medicines and simple medication, etc. It would be a sensible substitute for most of the formal texts on school and home hygiene and technical sanitation. Beside the text each chapter is accompanied by a brief but carefully selected list of readings. In an appendix, inexpensive dietaries are given for infants, and children up to six years of age. Special editions also, are published of Lynch's "First Aid" for men; Lynch's "First Aid" for women; and editions for industrials, miners, police and firemen.

Beginners' Book in Language. By Harry Jeschke.

Ginn and Company. Pages 168-xii. 48c.

It is put out as a book for the Third Grade; and simple as it is, might well be used for the next higher grades, or in rural or village schools of mixed classes. It is the purpose to build up a language sense based upon the children's interest in school-room, and out of school situations; child life, the heroic aspects of mature life, fairies and fairyland, the outer world and particularly animal life. Physical activity, pantomime, dramatization, story-telling and games are all used. The illustrations, both in black and white and color are strikingly well chosen and artistic.

CURRENT LITERATURE ON EDUCATION

1. Rehabilitation of Returning Soldiers. American Academy of Political and Social Science, November, 1918. The entire issue of 150 pages given to the subject.
2. The High School Principal. By Charles H. Judd. The School Review, November.
3. The Duties of the Elementary School Principal. Elementary School Journal. November.
4. The Educator's problem from a Business Man's Point of View. Ibid.
5. Teachers' Salaries. By Dr. Harlan Updegraff. American School Board Journal. November.
6. Standard Tests. School Bulletin, November.
7. Giving the Gifted a Chance. Oregon Teachers' Monthly. Dec., 1918.
8. Vocational Preparation of Youth in Catholic Schools. Catholic Educational Review.

NOTES AND COMMENT

From the statistical reports of the State school system received through the courtesy of Honorable Job Wood Jr. the following interesting facts are gleaned: There has been gain of 1483 children in public kindergartens over one year ago, but with an enrollment of 27,350, the average daily attendance for the year was but 14,311. In the elementary schools the average daily attendance was nearly 100,000 less than the enrollment and but 2264 more than the attendance a year ago. That this small increase was not due to the influenza appears in that the figures are for the year ending June, 1918. War conditions took many youths but not of elementary school age. Of the men teachers in the schools the number was less by 103. While most of the 1112 male teachers were District Superintendents, principals, or supervisors of special subjects, 239 are reported as regular grade teachers. In all grades of high schools there were 126,759, 54% of them girls. There are surprisingly few enrolled in the post-graduate elementary schools (but 255 against 464 for 1916-17) and no segregation of the intermediate or lower high school enrollment (not recognized in the law); but 1561 students reported for the Junior Colleges (the number of such schools not given) and but seven teachers assigned to Junior College work. "There is an apparent discrepancy here which has not yet been explained." The "grand total of high school enrollment" is given as 126,759, and the average daily attendance 64,671, a daily absence of 49% of the pupils. The 9848 graduates from high schools constitutes nearly 8% of the enrollment and 15% of the regular attendance. 60% of the graduates were girls. For all schools the aggregate receipts for the year 1917-1918 were \$1,000,000 less than for the year before and the total expenditures more than \$400,000 less. Altogether the year 1917-1918 was a hard one for California schools as shown by the statistical tables. In a brief note is not the place to discuss the reason for the present situation; but may form the basis for a future careful consideration.

Concerning a supply of teachers for industrial and technical training in high schools a conference of leaders interested in this work held recently in Washington formulated the following statement significant to some of us in California:

"In considering the qualifications of teachers for these subjects it is important to observe the emphasis placed on practical experience and knowledge of the occupation for which the students are preparing. At the same time it should not be overlooked that this is A TEACHING JOB. Superintendents may well take warning from abundant experience of the difficulties involved in employing mechanics directly from the industries as teachers without professional preparation for teaching experience except under skilled supervision

and direction. THERE IS A TECHNIQUE IN TEACHING JUST AS THERE IS A TECHNIQUE IN A SKILLED TRADE AND THE POSSESSION OF ONE IS NO INDICATION OR GUARANTEE OF THE POSSESSION OF THE OTHER."

See secondary school circular number 4 "Industrial Arts in Secondary Schools in the War Emergency."

A recent Federal investigation of village schools reveals some interesting facts. Reports were had from 930 schools of villages of less than 2500 population. They number 7827 teachers. Nearly 96% have salaries of less than \$700; more than two-thirds of them receive less than \$600. But 6.3% receive as much as \$800. Here is a question of, not only inadequate salaries, but because of little pay, the shunting of the more efficient men and women into more profitable employments and the menace which neglected villages impose upon society. The problem of the American village deserves more attention from school officials and civic bodies and legislators than it has received. It has many of the temptations and distractions of the city and fewer opportunities for employment than the country. If to these handicaps of the village there is added the employment of the less capable teachers with meager salaries and migratory habits, the outlook is not encouraging. Some day we shall waken to the necessity of encouraging and conserving the economic and civic and spiritual health of these elements of our society.

The French Government is moving to propose a system of physical and moral training based upon the American Boy Scout program. There are, it is claimed already in our forces in France more than 100,000 soldiers who were Boy Scouts or Scout officials and the fact that a very large proportion of them have been made officers shows the practical value of scouting. The report of Dr. Chas. G. McFarland, special commissioner to the French Boy Scouts, goes on to say: "The unusual ability of former scouts who are now privates and officers in the French and Allied armies, who take care of themselves in the trenches and are able to get out of and help others out of tight places in field operations has been very noticeable and is largely responsible for the official recognition that has just been given by the French Government to effectiveness of the Scout program."

Space is given, cordially to the following statement and school people are advised that "The Sierra Educational News" has found "School Life" a most suggestive reference on American and especially Federal educational movements. "School Life" is the official organ of the United States Bureau of Education. It furnishes to superintendents of schools, members of school boards, university, college and normal school officers and students of education generally, current information concerning pro-

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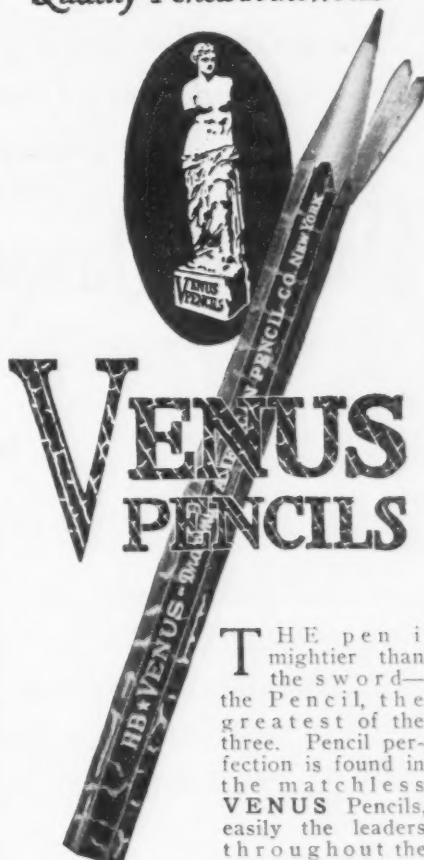
gress in education, as obtained through the Bureau's regular channels, including reports from State officials, and from field workers of the Bureau. It gives summaries of all the publications of the Bureau as well as important publications of other regions. Free to educational officials; to others 50c per year. Address Superintendent of Documents, Government Printing Office, Washington, D. C.

On December 27th, at his home in San Francisco, died after a protracted illness, one of Central California's best-known school men, Mr. Thomas L. Heaton. Previous to his retirement a year ago, he had served as Deputy Superintendent of City Schools for fifteen years. Probably no other man on the Coast was more familiar with the administration of the elementary curriculum and the daily program. He was a keen critic and an exacting supervisor, and impressed his convictions upon the practice of the schools in a permanent way. Mr. Heaton, beside his work in San Francisco, and a varied and successful experience in teaching and administrative positions outside the city, kept up for many years Saturday courses in the University of California. He had many admirable qualities and will be long remembered and mourned by a wide circle of teacher friends, citizens and former students.

"BEST" Colored Crayon Pencils "Quite Perfect". That is what Elliott Daingerfield, the noted artist, said of the Dixon line of "BEST" Colored Crayon Pencils. He added: "The Colored Crayons meet a desire on the part of artists of long standing, and drawings made with these Crayons have a charm and permanence which give them great value." They are especially fine for business use, and for any purpose where a bold smooth marker is desired in any of the following colors: No. 320, Light Blue; No. 321, Carmine; No. 321½, Lake Red; No. 322, Pink; No. 323, Violet; No. 324, Orange; No. 325, Olive Green; No. 330, Indigo; No. 331, Black; No. 335, Sepia; No. 343, Brown; No. 349, Red; No. 350, Blue; No. 351, Terra Cotta; No. 352, White; No. 353, Yellow; No. 354, Green.

The shortage of teachers throughout the most parts of the United States continues and the situation in some sections seems serious. With 50,000 or more schools without teachers now in the middle of the year, and as reported from 100,000 to 150,000 new and mostly young, inexperienced teachers, the suitable school provisions are threatened with peril. With more than one in ten classes without instruction of any kind; and one in four inadequately provided for, we are doing less well for the citizens-to-be than for the last year we have done for the military and naval defenses. These were urgent but temporary; those are a permanent responsibility. For the future it remains not less with the schools than with the political machinery, the making of peace an invaluable habit and a principle of our civilization. No one cause can be cited perhaps, for this unfortunate educational situation. Salaries absolutely low; and measured by the cost of living, relatively lower than in the past even; the withdrawal into war activities of many thou-

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sands of experienced teachers; the large possible incomes from industrial employments; THE LOSS OF MEN, mainly from the teaching corps, thus reducing often the salaries offered the teachers; and the inadequacy of accommodations for the proper training of teachers in normal schools,—are responsible in varying measure. Certainly the schools should not be allowed to suffer while industrial interests are being considered and stimulated. Along with other states, California may be trusted to provide in a generous and statesman-like way for our children and youth on the way to adult citizenship.

The tractor courses throughout the state are attracting a great deal of attention. Mr. B. F. Feswick, in charge of this work in the department of vocational education with Commissioner Snyder, reports results far beyond expectation. A tractor course has recently been given at Salinas. The boys of the agricultural classes here, as elsewhere, took prominent part in the work. At Salinas also, the school declared a harvest time in the early Fall, and in order to save the crops, the young people took prominent part in the work. This was done under the direction of the school labor bureau, with headquarters at the office of the High School Principal. Several thousand dollars were taken in by the children, with wages averaging 35c an hour for all ages. A considerable portion of this money was invested in war savings stamps and liberty bonds.

Mr. Chas. A. Whitmore of Visalla, who for a number of years, has served most acceptably as a member of the State Board of Education, has been appointed by Governor Stephens to the vacancy in the State Highway Commission caused by the death of Henry J. Widemann, of Vallejo. While rejoicing in the promotion of Mr. Whitmore, which is deserved, the school forces of the state regret to lose him from the Board, where in judgment and counsel, he was of great assistance. At this writing, neither his successor nor the other vacancies on the board of education, have been provided for.

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3. A provision permitting county boards of supervisors to pay traveling expenses of county superintendents;
4. An increase in the minimum school year from six to seven months;
5. A provision for the use of school buildings and grounds as social centers;
6. A health, safety and sanitation law;
7. A high school tuition law;
8. The validation of many high school districts rendered invalid by a supreme court decision;
9. A law providing reasonable qualifications for county superintendents;

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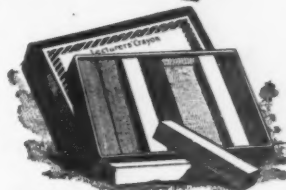
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 Long's American Patriotic Prose.
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 Bowman's Essays for College English.
 Lockwood's The Freshman and His College.
 Bowman's The Promise of Country Life.
 Crawshaw's The Making of English Literature.
 Campbell and Rice's A Book of Narratives.

Latin

Gildersleeve and Lodge's Latin Composition.
 Lease's Livy.
 Moulton's Introductory Latin.
 Towle and Jenks' Caesar's Gallic War.

Italian

Bowen's Italian Reader.

French

Fraser and Squair's French Grammar.
 Fraser and Squair's Shorter French Course.
 Armand's Grammaire Elementaire.
 Chapuzet and Daniels' Mes Premiers Pas.
 Martin and Russell's At West Point.
 Bruce's Lectures Faciles.
 Bruno's Le Tour de la France.
 Labiche et Martin's Le Voyage de M. Perrichon.
 Pattou's Causeries en France.
 Fontaine's En France.
 Moffett's Recits Historiques.
 Grandgent's Selections for French Composition.

Spanish

Marion and Garennes' Lengua Castellana.
 Hills and Ford's A First Spanish Course.
 Hills and Ford's A Spanish Grammar.
 Bransby's Spanish Reader.
 Nelson's Spanish American Reader.
 Whittem and Andrade's Spanish Commercial Correspondence.
 Waxman's A Trip to South America.
 Hill's and Reinhardt's Spanish Short Stories.

History

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 Webster's Early European History

Mathematics

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 Wells' Advanced Course in Algebra.
 Wells and Hart's First Year Algebra.
 Wells and Hart's Second Course in Algebra.
 Wells and Hart's Geometry.
 Wells' Complete Trigonometry.
 Fite's College Algebra.
 Bauer and Brooke's Trigonometry.
 Dooley's Vocational Mathematics.
 Dooley's Vocational Mathematics for Girls.
 Osborne's Differential and Integral Calculus.

Economics

Johnson's Introduction to Economics.

Science

Elhuff's General Science.
 Allen and Gilbert's Textbook in Botany.
 Walters' Principles of Health Control.
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In a table compiled for the "Midland Schools" (Nov. 1918) it appears that there are 596,321 elementary and secondary teachers in the public schools of the United States. Forty states report membership in their State Teachers' Associations. Approximately one-third of the teachers hold membership in such organizations. In four states,—Illinois, Indiana, New Jersey and Pennsylvania,—the membership exceeds that in California. In New Jersey only, (of these four) does the percent of membership exceed our own. In the entire list, California stands 11th in the number of teachers in the schools; fifth in the reported membership; and sixth in the percent of teachers enrolled. In Rhode Island and Connecticut, the State Associations have more than 90% of their teachers. Thirteen states, only, of the 40 states reporting, enroll as much as half of their teachers. Nineteen states enroll 25% or less.

Boy B. Stover, the popular superintendent for the last seven years of San Bernardino, died recently, a victim of influenza. Since assuming the superintendency of San Bernardino, Mr. Stover had done much toward advancing the cause of education there. He was quiet, but with initiative and determination. His associates everywhere speak of him in the highest regard.

Concerning the San Francisco school situation since the defeat of Charter Amendment No. 37, a local paper is authority for the statement that "The teachers recognize that the laws under which our school affairs are administered are not perfect, and will support at the proper time new legislation". This is encouraging news to those of us who have more faith in San Francisco teachers than in the cumbersome system. And the reform of the organization should start with the teachers who, next to the children have been the greatest sufferers from obstructive handicaps.

Dr. George D. Strayer of Columbia University has, during the past two months, been honored in a number of extraordinary ways. It is now stated that he has been made Supervisor of Public Schools, established and maintained by the War Department in Munitions Reservations. There are more than 15,000 children for whom the government must provide education in the twelve reservations.

The December Bulletin of the San Francisco Grade Teachers' Association shows a suggestive and comprehensive program for the month; and interesting plans for the near future. There are two excellent University extension courses (Dr. Dewey "On the Training of Thought" and Mr. Dickson "The Binet-Simon Tests") and three sections working out class-room problems. Five sections are mentioned and a number of committees. Thirty pages of the little bulletin.



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Teachers Handbook of Rational Typewriting. By Rupert P. SoRelle.

Personality: Studies in Personal Development. By Harry Collins Spillman.

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tin are brim-full of interesting school matter: the salary question, charter amendment No. 37, "As others see us", abstract of Dr. Dewey's first lecture, etc. "The Grade Teachers' Association" is doing good work, and is evidently much in earnest.

The Department of Superintendents of the N. E. A. will hold its next annual meeting at Chicago the week of February 24th. An especially fine program is being prepared, emphasis being placed upon needed modification in courses of study to meet after-war conditions. The next meeting of the N. E. A. will probably be held at Milwaukee next July.

In the November School Bulletin is a fine editorial upon Andrew D. White, scholar, executive, scientist, historian and man of affairs, with a "taste for great things", of whom it is said: "He was so well rounded a man that there is danger of underestimating his greatness because it extended in so many directions". That he was mistaken in his estimates of certain men among his many world-wide friendships, it is not perhaps, strange that, scholar and incarnate efficiency as he was, he exalted the character and achievements of William Hohenzollern. Dr. White's autobiography grips the reader as a story might, the story of a long and clean and busy life.

Mention was made in the December issue of the Journal of the recent pronouncement by the American Federation of Labor on Education. Since then, there has come to our notice a resolution of the British Trades Union Congress passed under the stimulating and far-seeing wisdom of the National Union of Railwaymen. It demanded "a system under which every child obtains full and equal opportunity" for education, nursery schools for children under six, reduced size of classes, compulsory full-time attendance up to sixteen, maintenance allowance for children over fourteen, a university education for teachers required and more adequate pay, free secondary as well as elementary schools, part-time continuation courses, non-military physical training, scholarships in the higher institutions, etc. One astonishing demand is to the effect that the state should bear at least 75% of the local expenditure on education.

One provision in the educational program of the New York branch of the American Federation of Labor, deserves to be noted and practised; "That every teacher be required to do some professional improvement work at some period every three years". Wise insight! Let us hope it may prove to be foresight.

For the first time in the history of the state, the elementary schools are to enjoy the privilege of free text-books in music. Outside of cities and the larger towns, most schools, perhaps, are without any systematic instruction in this branch. To many of us this has seemed a great loss to the state. Now, if the schools can be assured of teachers who can intelligently use the books, every child should be reached. To quote the California Blue Bulletin "the text books will be accompanied by manuals for

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ENROLLMENT OF TEACHERS IN THE STATE ASSOCIATIONS OF THE U. S.

	Number Teachers		Per
	of		Cent
	Teachers	Enrolled Now	
	1916-17	1916-17	Enr'd.
Alabama	8,678	1,669	.20
Arkansas	10,200	1,830	.25
Arizona	1,364	.....	.....
California	17,860	11,000	.70
Colorado	6,001	3,560	.55
Connecticut	6,388	5,837	.93
Florida	5,430	.....	.....
Georgia	14,382	600	.10
Idaho	3,144	300	.10
Illinois	32,800	16,350	.50
Indiana	19,609	12,124	.58
Iowa	26,791	4,215	.15
Kansas	15,005	6,673	.50
Kentucky	12,288	3,396	.30
Louisiana	7,621	1,200	.20
Maine	6,982	3,907	.65
Maryland	6,454	1,078	.20
Massachusetts	18,242	.....	.....
Michigan	20,161	6,659	.33
Minnesota	17,792	5,933	.38
Mississippi	8,229	1,045	.20
Missouri	19,826	8,140	.44
Montana	4,327	830	.20
Nebraska	12,643	4,185	.30
Nevada	657	.....	.....
New Hampshire	3,047	.....	.....
New Jersey	15,969	13,200	.85
New Mexico	2,302	1,500	.80
New York	47,881	10,000	.25
North Carolina	13,875	1,022	.10
North Dakota	8,093	1,769	.25
Ohio	31,819	5,212	.17
Oklahoma	12,390	.....	.....
Oregon	6,173	1,500	.25
Pennsylvania	42,406	12,500	.35
Rhode Island	2,680	2,500	.98
South Carolina	8,070	1,500	.21
South Dakota	7,057	2,277	.35
Tennessee	12,181	400	.04
Texas	25,000	3,500	.16
Utah	3,282	.....	.....
Vermont	2,992	1,540	.50
Virginia	12,507	8,123	.80
Washington	9,295	4,750	.50
West Virginia	10,324	1,500	.15
Wisconsin	15,871	5,806	.35
Wyoming	1,633	350	.20

The official majority for Will C. Wood for Superintendent of Public Instruction was 41,240.

There continue to be indications that in certain regions, an all-the-year school may come; not in College and University only, but in the public, elementary and secondary schools also. St. Paul is the last city, as far as known, to discuss the possibilities of the four-quarter plan. If there be any section of the United States where climatic conditions for such extension are more

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MR. R. W. Coddington and Mrs. Mary L. Coddington established a Teachers' Agency in Los Angeles, January 1, 1907. They are still proprietors and managers of this Teachers' Agency.

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favorable than in California it is not known to the writer. But neither is there any section where the boys and girls of suitable age can be more profited by sharing in the gathering of harvests than California. But a four-quarter year in California would make it possible for a student to be "out" any one of the quarters and find profitable and suitable occupation, which would have its educative values.

Twenty-two of the forty-eight states have organized training courses for teachers in selected high schools. The attendance for the current year is about 40,000. It is reported by the U. S. Bureau of Education that not less than 18,000 graduates from these schools were prepared in this way. Excluding private normal schools and public and private colleges and universities, 27% of all teacher-training students, and 46% of all graduates for teaching came from these courses in public high schools. In the United States are required nearly 100,000 new rural school teachers annually. It must be seen that using all the sources of teacher-training the rural schools are inadequately provided for.

Under the provisions of the Federal Vocational Act of 1917, California is entitled to receive \$35,197.94, under the three counts,—trades, economics and industry, teacher training and agriculture. Dr. E. R. Snyder is the executive officer of the State Board for this fund in California.

Although the war is over, it has been announced that War Savings Stamps as government securities will be offered again next year, under the new organization known as the War Loan Board. This Board is to be charged with the sales of both Savings Stamps and Liberty Bonds. As heretofore, children in the schools and teachers will find this a convenient and profitable investment, and a stimulus to the newly-acquired impulse toward thrift which should grow into a habit.

Among the exchanges received at "The Sierra Educational News" office for several years, has been the Michigan "Moderator", later "Moderator Topics". It has been a newsy paper and has had large influence in shaping educational policies in Michigan for more than 30 years. It is not, however, of the Journal that these words are written, but of the man. For more than a quarter of a century the two were one. As teacher, school superintendent, college professor, editor, State superintendent of Public Instruction of Michigan, State Library Commissioner, member of the State Board of Education, Institute and Platform Lecturer,—in every public relation he was always courageous for what he thought was the right, frank, sincere, fearless, of strong positive opinions on public questions, a civic idealist of the most unyielding type, an optimist always, a leader in every betterment movement, a respected antagonist in debate, shrewd in business, but as thoroughly devoted to a square deal as any man. The writer knew him intimately and can affirm from much experience his genial, considerate, loving domestic relations, Henry R.

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Pattengill, who died at his home, Lansing, Michigan, November 26, 1918, was a wholesome friend, a positive factor in improving education in his own state, a moral force wherever he was known, an educational evangelist and in his death a loss to thousands both teachers and countrymen.

In "The American School" for September appears an interesting abstract of a paper read before the N. E. A. at Pittsburgh in July, on "Recent Growth in city school administration". The full discussion will appear in the proceedings soon to be issued. The statement is commended to California School Superintendents as having significance for cities of whatever size. The paper is by W. S. Deffenbaugh of the U. S. Bureau of Education.

There comes from the I. K. U. an urgent appeal for a supply of trained kindergartners for service among the children in the devastated regions in Europe, especially France. Since February, 1918, groups of teachers have been sent over, and in the United States, New Zealand and Japan, the International organization is raising funds to provide not only teachers but kindergarten supplies.

With the December issue the Journal of Geography, one of the most widely and most favorably known of the special science magazines, passes into other hands, and becomes the property and the official organ of the American Geographical Society, having offices in New York. Throughout the war, this journal was the most reliable authority on the geography of Europe. Its critical articles and descriptive material and educational prescriptions have been so reliable and its illustrations so valuable that it must continue to be accepted as an authority upon the "good will" it has established.

It is said that the subscription of the New York City schools to the Fourth Liberty Loan was greater by five million dollars than the entire annual school budget of the city system.

There is at hand the December Bulletin of the Los Angeles City Teachers' Club, also, indicating among other interesting matter, that the various teachers' organizations of the city are nearing federation. A note elsewhere in this issue calls attention to certain advantages of such union of effort among teachers from the local county or village to town or city organization, all co-operating with and having a delegate voice in the management of a state-wide association.

Arthur M. Croup, graduate of the San Jose State Normal school and Stanford University, and graduate student in the University of California, and until recently, a teacher in our state, has just been elected Superintendent of the Wayne, New York, public schools.

Dr. James Collins Miller, formerly of Throop Polytechnic Institute of Pasadena, and who had been one of the central figures in Canada in the work of rehabilitation of the returned, disabled soldiers is acting as Field Organizer for the federal Board for Vocational Education in



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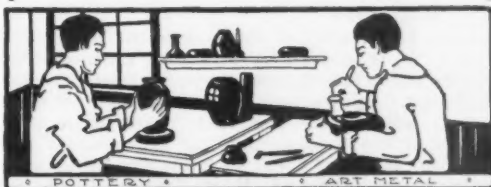
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the Rehabilitation Department. Dr. Miller has been touring the country, organizing the various centers of which there are fourteen. The center for the States of California, Arizona, and Nevada is in San Francisco.

"Midland Schools", chief educational journal of Iowa, has become the property and the official organ of the Iowa State Teachers' Association. One by one the States are falling into line with California; consolidating effort; campaigning in an aggressive, but dignified way for the improvement of their schools; organizing their teachers, and possessed of a means of publicity, and civic and professional influence, through publishing their own papers, just as California has been doing for ten years.

Out of approximately 600,000 public school teachers, it has been estimated by competent authorities that: As to age—100,000 are seventeen, eighteen and nineteen years old; 150,000 are not more than twenty-one years old; 300,000 are not more than twenty-five years old. As to length of service—150,000 serve the schools two years or less; 300,000 serve but four or five years. As to education—30,000 have not more than eighth grade elementary schooling; 100,000 have had less than two years beyond the eighth grade; 200,000 have had less than four years beyond the eighth grade; 300,000 have had not more than four years beyond the eighth grade. As to professional preparation—300,000 have had no professional preparation.—From N. E. A. Bulletin, Dec., 1918.

Such a statement of facts calls for little comment. It is a perilous situation that one-half of the 20,000,000 children in our schools are being taught by teachers who have had no more special preparation for their work than they have had for housekeeping or ranching or citizenship; many of them so immature as to have little appreciation of their responsibilities, or

vision of the national and community meanings of education, or of the possibilities of enriched lives and social service from even a decade of real education.

From the government reports it appears that the War Savings Stamp sales total nearly a billion dollars. For this gigantic achievement, teachers and pupils throughout the nation have a right to be proud. It is stimulating to think that such a sum gathered from the savings of the people, chiefly the small investor, largely from children and youth, will be adequate to pay the interest on all the Liberty and Victory Bonds issued by the Government.

The Art Institute of Chicago has offered the uses of its lantern slides to the public schools. There are several institutions in California, that would themselves be profited, in an increasing general intelligence, by a similar offer of public service. Several schools in the state already have the machine; but the plates are expensive. Let teachers and schools but make their wants known in this matter, and there will surely be found generous donors of illustrative pictures.

The Riverside Library Service School begins its winter term January 6, lasting to March 1. The school is held in the Riverside Public Library, with Joseph L. Daniels, Librarian, Riverside Public Library, in charge, who will be assisted by a corps of competent instructors. The various subjects of library and library crafts will be taken up. The general fee of \$35.00 is charged, if more than two subjects are taken.

Under the New York State Education Law, "Reproduction of standard works of Art" are classed with text-books, maps, globes, charts and school apparatus, as "School Necessities" for all the schools.

As an indication of how fully the normal schools are performing their functions, attention is called to the fact that in San Diego County there were but two candidates to take the teachers' examination provided by law. Most intending teachers go through the regular channel of the training schools.

The Philippines, too, have been directing a membership drive for "Philippine Education", one of the three great educational journals of the Islands. There are approximately 12,000 teachers. A library campaign, also, is now on. A thousand school libraries report more than 100,000 books. The most significant movement, perhaps, is in the attempt to standardize the barrio schools; the experience of Oregon, West Virginia, Illinois, Alabama, and other states being cited. The schools are making remarkable progress along all educational lines.

In a population of 178,000,000 in Russia (1917), 6,500,000 or 4% were in the public schools; nearly 70% were illiterate; of every 10,000 soldiers, 6,110 were illiterate. Against Russia's 19,000 post officers, the United States, with one-half the population, had 56,000 such officers. These and similar conditions go far toward explaining the prevalent exploitation of the people by the official few.

At the present time, more than one-half the public school teachers of the United States are immature; they are short-lived in their work of teaching; their general education is inadequate; their professional equipment is deplorably meagre.

The word "motivation" is on many tongues. It is often used with a vague content of idea behind it. Supt. Wilson characterizes the concept as follows: "That attack upon school work which seeks to make its tasks significant and purposeful to each child, by relating them to his childish experiences, questions, problems and desires, is called 'MOTIVATION'. School exercises are motivated for the child when they seem worth while for himself and his own needs.

There comes to this office the sad news of the death, on the morning of Dec. 20th, of the wife of Mr. Guy V. Whaley, Superintendent of Schools of San Diego. A host of friends, in the Bay Region, and elsewhere in California, will join with the Sierra Educational News in an expression of heartfelt sympathy with Supt. Whaley in his bereavement.

The Inland Empire Teachers' Association, after delays incidental to the influenza source, has been set to meet in Seattle, April 2-4, 1919.

An interesting item comes from the State Department, through the courtesy of School Statistician Job Wood. It concerns the distribution of financial responsibility for the support of schools. The figures cover the years from 1908 to 1918, inclusive. The average daily attendance has increased from 232,325 to 350,568. The cost per capita of average daily attendance has increased from \$38.41 to \$56.49. The astonishing fact in the exhibit is that while the proportion of this cost which the state bears has DECREASED 9%, the share of the County has grown 23%, and the charge to the district INCREASED 46%. No single statement could better emphasize the need for a readjustment of our school finances than this table of school revenues for the period named. The administration has tended more and more to throw the burden of expense upon the locality (either the County or the district), and so to provide UNEQUAL opportunities for schooling among the districts. Some localities, because of their wealth are able to maintain schools for ten months of the year, pay higher salaries and furnish large equipments denied to other sections from lack of resources. Education is a state responsibility, and the state as a whole suffers with any neglect of the privileges for education anywhere. Not only is it clear that the elementary schools should have more money, but a far larger share of the revenues must come from the state, if anything like equal op-

portunities are to prevail. Certainly the commonwealth should bear approximately half the expense of maintaining the education upon which its health and stability rest.

Mr. Percy E. Davis and Herta C. Davis, become joint managers of the Coddington Teachers Agency, having but recently opened an office in Berkeley. Mrs. Davis was formerly associated with the Los Angeles Times, and is a newspaper woman of experience. Mr. Davis, who has been relieved from service, having been training for an officer in the Coast Artillery, was formerly Principal of the Riverview Union High School at Lakeside, San Diego County. The Berkeley office of the Coddington Teachers' Agency will be in the Berkeley Bank Building; telephone Berkeley 350.

The News has numerous strong friends in the Eastern states. Among them, the superintendent of the schools of Clinton, Okla. Mr. E. H. Homberger. He writes:

"I have had 'The Sierra Educational News' added to the list of educational magazines sent to the Clinton City Schools. I regard 'The Sierra Educational News' as an excellent magazine for teachers. Keep an eye on Oklahoma; she is setting a pace, of which other states must take notice."

Says Dr. A. E. Winship in the Journal of Education: "New York State Teachers are to do what Massachusetts State Teachers have done, organize in every city, and many other communities under the same banner. Massachusetts has 11,000 members; New York State will probably enroll 50,000 and more. Then they can receive attention, as did the Massachusetts Teachers' Federation."

Indications point to the largest membership in the California Teachers' Association of any year in its history. Note was made in last month's "News" of the good work in some of the counties and cities, particularly throughout the northern part of the state. In Modoc, the most northeastern county in the State, Mrs. Nettie B. Harris, County Superintendent, is doing remarkable work. While the teachers of Modoc County find the distance too great to attend an association meeting at Sacramento, they nevertheless feel that for this very reason they are in greater need of the influence which comes from united effort, than they might otherwise be. Indications now point to the fact that all the teachers in Modoc County will soon be members of the Association.

Of newly elected County Superintendents in California, Robert L. Bird, for the past six years Principal of the Arroyo Grande High School, has resigned, to assume his new duties as County Superintendent of San Luis Obispo County. Mr. Bird is leaving with an enviable record to his credit. The enrollment of the school has been more than doubled, several acres of ground purchased, and a new building erected under his leadership. W. G. Frederickson, Instructor in the Intermediate High School of Berkeley, has been elected to fill the vacancy.

Others recently elected are C. W. Edwards of

Fresno, well known in the San Joaquin Valley; E. J. Fitzgerald, who becomes County Superintendent of El Dorado County; Miss M. L. Richmond, Supt. of Kings County; Mrs. Julia A. Norwood, Supt. of Lassen County; Roy Good of Mendocino; Mrs. Belle S. Gribi of Merced; Miss Elizabeth Richards of Nevada; Miss Cecil M. Davis of Santa Cruz, (in our December number Miss Davis' name was inadvertently omitted); Mrs. Kate Horn, Siskiyou; Ben Ballard, who has been serving so successfully as Deputy County Superintendent, Sonoma; A. G. Elmore, Stanislaus; Miss Young, Trinity.

In Ventura County, Superintendent J. E. Reynolds, now on service in France left the work in charge of Mrs. Blanche T. Reynolds. Although Mr. Reynolds' name appeared on the ballot at the recent election, instructions were given that Mrs. Reynolds' name be written in. In consequence, she is elected by a satisfactory vote. This voting was, of course, at the request of Mr. Reynolds. Mrs. Reynolds is amply qualified to carry on the duties of the office.

The California State Association of Teachers of English held its regular meeting on Dec. 14th at the Girls High School, San Francisco, Miss Adeline B. Croyland presiding. There was discussed the joint problems of the secondary and elementary schools, and desirable minimum requirements for graduation from the grammar school and entrance into the high school. The program was participated in by prominent teachers of English throughout the State, including Miss E. B. McFadden of the San Francisco State Normal; Emma J. Breck, University High School, Oakland; Miss M. R. Duraind, Prin. Sutro Grammar School, San Francisco; Miss Grace Henley, Prin. Polytechnic Elementary School, Pasadena; Miss Elizabeth Wood, Hollywood Junior College; Miss Ida Vandergaw, Supervisor of Primary Work, Berkeley; Mrs. Florence Y. Humphreys, High School, Los Gatos; Mrs. Cecile B. Hall, Grammar School, Los Gatos.

Miss Agnes Howe has been elected Superintendent in Santa Clara County. Miss Howe was for many years head of the Department of History in the State Normal School of San Jose, and has been for several years in charge of the training school there. She is a woman of wide acquaintance and national reputation, and has served acceptably on the California Council of Education and is chairman of an important committee. She will surely succeed in her new position.

We regret to have to record the death of Roy B. Stover, who for the past few years, has been doing such noteworthy work as superintendent of the schools of the city of San Bernardino. Mr. Stover had been rising rapidly in school circles in southern California, and showed at San Bernardino where he had a particularly difficult problem to handle, administrative ability of no slight degree. His associates in the southern county speak in the highest terms of his work.

The death of Mr. C. P. Zaner is the cause of sincere regret on the part of thousands throughout the country. Mr. Zaner was especially well

known on the Pacific Coast, where he had been welcomed on various occasions as a speaker in many of the large association meetings. The accompanying note has been prepared by Mr. A. N. Palmer. Even though Mr. Zaner was a keen competitor of Mr. Palmer, the sympathetic statement by the latter, shows how highly Mr. Zaner was regarded.—Editor.

Charles P. Zaner, for many years editor and associate owner of the "Business Educator", and founder of Zanerian Art College at Columbus, Ohio, was killed at Linden, near Columbus, on Sunday, December 1, by a Pennsylvania Railroad train, which struck the automobile in which Mr. and Mrs. Zaner and Mrs. Mary Irwin of their household were returning to their home after visiting friends in the town of Westerville, Ohio. Professor Zaner's skull was fractured, both legs broken and his body badly bruised. Mrs. Irwin, the widow of ex-Judge James Irwin of Dayton, Ohio, aged seventy years, was also killed. Mrs. Zaner was seriously injured, skull fractured and ankles fractured, hip dislocated and wrist broken; she was taken to a hospital in Columbus, where she lies in a critical condition as this is being written.

Professor Zaner for years, and up to the time of his death, was one of the leaders in the penmanship field of the nation. He was born in Columbia County, Pa., in 1864. Twenty-seven years ago he established the business at Columbus, which is now an institution known throughout the entire country. In partnership with Professor Elmer W. Bloser, he conducted the art and penmanship school which bears his name, and also the wholesale paper establishment under the firm name, Zaner & Bloser. He originated the system of penmanship which bears his name, and had written several textbooks. He was, for many years, a leading and striking figure at conventions of business educators, and an officer of educational associations. The entire profession of penmanship and business education is shocked by his untimely death. His loss will be felt deeply by thousands. A. N. Palmer.

WITH the continued enforced closing of the schools, those having in charge the taking of memberships in the C. T. A. find the task extremely difficult. This is not owing to any indifference on the part of teachers, but rather because of the difficulty of reaching the individual teacher. Regardless of the fact that no Association meetings have been held, the membership this year promises to exceed that of last year by from 12% to 20%, and in many localities the entire teaching force has been enrolled. The outlook is very encouraging.

The February News will carry a table showing the enrollment in the Association from each of the several sections, by Counties and Cities. Those who have not reported to their local Secretaries should do so at once.

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